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ABSTRACT

The purpose of this study was to survey and analyze Rose Park, a residential area in the north-west part of Salt Lake City. A questionnaire was used to solicit information. The questions were formed through analysis of other surveys by means of an extensive literature search. Questionnaires were distributed randomly to 215 families and were completed by 209 respondents, giving a total response of 97 per cent. The data were analyzed separately and compared internally. They were also compared to national statistics and certain aspects of national surveys. Conclusions were made concerning socio-economic factors, reading habits, and library use. Suggestions were given as guides to help the branch with its public relations and other programs, and further appropriate studies. The most pressing area of need is an extensive survey of Rose Park Branch to give the present study depth and meaning. (Author/AB)

A SURVEY AND ANALYSIS OF SOCIO-ECONOMIC, READING, AND
LIBRARY USE FACTORS INFLUENCING THE ROSE PARK
BRANCH OF THE SALT LAKE PUBLIC LIBRARY

A Research Project

Submitted to The

Graduate Department of Library and Information Sciences

Brigham Young University

Provo, Utah

In Partial Fulfillment
of the Requirements of the
Master of Library Science Degree

by

Janeth L. Heath

and

Kent B. Johnson

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CHAPTER I

INTRODUCTION

Increasing demands of an educated society force librarians to consider new and more productive methods of library operation. The most efficacious tool librarians have to provide impetus toward greater productivity is the community survey. Public librarians must indeed know and understand their publics.

This research project was undertaken to assess the community characteristics and some reading habits of a specific geographic region of Salt Lake City, Utah, popularly called Rose Park. The assessment was made for two reasons: (1) to provide fundamental information to Richard J. Rademacher, Chief Librarian, Salt Lake Public Library, as the basis for administrative decisions concerning the Rose Park Branch of the Salt Lake Public Library (hereinafter Rose Park Branch); and (2) as a source of information and data to result in this paper, a partial fulfillment of course requirements for a Library Science Research Class.

Mr. Rademacher informed the Graduate Department of Library and Information Sciences that he was interested in having students from the Library Science program at Brigham Young University help him with various research projects. A meeting was arranged early in March, 1971, to speak about the possibilities. Those discussed included (1) a survey to investigate the role of the library as community information center; (2) a survey of

informational needs of community organizations; and (3) the final selection, a survey and community profile of Rose Park.¹

Environment

Rose Park Branch was erected and opened in 1964 at the same time a new main building for the Salt Lake Public Library was built. A concerned citizens' group spearheaded a drive to have the Branch built.

The community of Rose Park is somewhat isolated geographically. It is bounded on three sides by the Salt Lake International Airport, an oil refinery, and a segment of Interstate Highway. This isolation should be considered, and it may or may not influence decisions concerning Rose Park.

Mr. Rademacher was relatively new to Salt Lake City. His librarian at Rose Park Branch was relatively new to her position.

Survey

The basic contract required the survey of Rose Park to obtain two types of information. The first type revealed basic demographic data and the second related to reading patterns and library use. Both types of information were important to Mr. Rademacher in his analysis of the Rose Park Branch.

A questionnaire was proposed and accepted as the method to be used to obtain the bulk of the information. Some basic information was to be obtained from 1970 census data if it were available. The next, and most important, step was to examine the literature. Here were to be found the necessary steps to be taken in compiling a questionnaire and administering it.

¹The methodology and questionnaire to be used in this survey would be adapted for use in the other two areas of the city supporting branches.

CHAPTER II

LITERATURE SEARCH

Although public libraries could be a dynamic force in American society, most operate below this potential. One of the major reasons for this factor is that library administrators often fail to analyze the characteristics of the people in their community. Some of them do take surveys of the people who use the library, but seldom do they analyze the members of the community as a whole. Community surveys could be a vital force in improving service provided by libraries.

Several conclusions can be drawn about surveys when one examines Social Sciences and Humanities Index, Education Index, Dissertation Abstracts, Library Literature, Library Science Abstracts, and the card catalog of Brigham Young University. Numerous books and periodical articles have been written on research methods in the social sciences. There is an abundance of literature available on writing good questionnaires, taking random samples, conducting interviews, and carrying out the various types of research procedures. However, in comparison, not much has been written on the use of the community survey. Still less has been recorded concerning the relevance of community characteristics to public libraries.

Lee H. Gregory, Librarian at Joseph Mann Library in Two Rivers, Wisconsin, felt surveys did not give an adequate picture of a community, and more could be learned by observation than by surveying.¹ However,

¹Lee H. Gregory, "The Bureaucrats Invasion of Libraries," Library Journal, LXXXV (June 1, 1960), 2123-25.

most researchers, while recognizing there is something to be said for the empirical method, would disagree with Mr. Gregory's statement that the community survey has little use.

Paul R. Mico,¹ Director, Community Action Studies Project, National Commission on Community Health Services, was one of these dissenters. He felt community studies provided a mechanism through which community change could be planned and implemented. The four things he believed to be essential to a good community self-study were good community organization, adequate fact-finding, goal setting, and implementation and utilization of findings.

Arther Allen, Instructor at Northern Illinois University, and Dorothy Seaberg,² Instructor at Brooklyn College, stated that a community survey was a "thorough-going study of ecological relationships existing within a given community." Its purpose, among other things, was to help sharpen the relationship between community needs and community institutions, and to foster an understanding of the relationship between the current social situation and future goals.³ In their article, they described how a three-day survey had been used to acquaint student teachers with the communities in which they would be teaching.

In The Social Background of a Plan⁴ Ruth Glass, a British Sociologist, told of a community study undertaken in England to discover sociological

¹Paul R. Mico, "Community Self-Study: Is There a Method to the Madness?" Adult Leadership, XIII (March, 1965), 288-92.

²Arthur T. Allen and Dorothy I. Seaberg, "The Community Survey: A Neglected Learning Tool," The Record, LXIX (November, 1967), 159-65.

³Ibid., p. 163.

⁴Ruth Glass, ed., The Social Background of a Plan (London: Routledge, 1948).

characteristics such as geographic and economic background, household distribution, population density, and health and educational services available. Although not all the items studied are relevant to public library use, a number of them are, making this a possible source of ideas for a library-community survey.

Eugene Spencer, Superintendent, Clawson Michigan Schools, and P. A. Wickstrom, Superintendent, Pinconning Michigan Area Schools, have written an interesting article entitled "Why Community Surveys Fail,"¹ in which they set forth a number of "musts" for an effective survey. They were as follows: (1) establish a friendly relationship; (2) explain the significance of the survey, as well as how results will be used; (3) assure anonymity to respondents; (4) do not discuss the questions before the questionnaire is completed, if one is being used; (5) do not influence the respondents, either directly or indirectly, to answer the questions in a certain way; (6) aim at a 100 per cent return.²

The findings of the first major library survey to be made were published in 1926 by the American Library Association³ (hereinafter A.L.A.). In this survey, which was conducted by the A.L.A., questionnaires were sent to 3,000 libraries, but only about 50 per cent of them responded. The aim was to describe the prevailing practice, and no evaluation or criticism was made. In this survey, only characteristics of libraries were studied. No attempt was made to survey the public or to make recommendations based on characteristics and interests of community members.

¹Per A. Wickstrom and Eugene N. Spencer, "Why Community Surveys Fail and What Steps to Follow to Make Them Successful," Nation's Schools, LXXI (February, 1963), 63-64ff.

²Ibid., p. 163.

³American Library Association, A Survey of Libraries in the United States (Chicago: American Library Association, 1926).

Almost twenty-five years later, another major national survey was undertaken--The Public Library Inquiry. However, this survey was entirely different from the first. Social scientists were called in to help conduct valid and reliable research. A random sample of libraries was used, and a much higher return was obtained than in the 1926 survey. The official report was published in 1950.¹ The purpose, according to the chairman and director, Robert Leigh, was to appraise "in sociological, cultural, and human terms . . . the extent to which librarians are achieving their objectives," and to assess "the public library's actual and potential contribution to American society."²

As a result of The Public Library Inquiry, two other important books were written. Angus Campbell and Charles A. Metzner directed the national sample survey of library use made for The Inquiry by the University of Michigan Survey Research Center and summarized their results in Public Use of the Library and Other Sources of Information.³ Personal interviews were held with a random sample of American citizens, in order to determine general characteristics in terms of public library users and non-users. Campbell and Metzner have included in their book a number of charts displaying their findings, some of which were the following: high school students were the most frequent library users; people who had completed high school used the library more often than

¹Robert D. Leigh, The Public Library in the United States: The General Report of the Public Library Inquiry (New York: Columbia University Press, 1950).

²Ibid., p. 1.

³Angus Campbell and Charles A. Metzner, Public Use of the Library and Other Sources of Information (Ann Arbor, Michigan: University of Michigan Institute for Social Research, 1950).

those who had not, and those who had received education beyond high school used it even more; those who had an income over \$4,000 used it more than those earning less; and professional and white collar workers were more frequent library users than persons doing other types of work.

The Library's Public¹ was written by Bernard Berelson, then Dean of the Graduate Library School, University of Chicago. He conducted a literature search for The Public Library Inquiry which included items published from 1930 to 1947 on the subject of library surveys. He attempted to integrate the findings of all the surveys into a single volume. Generally, his statistics dealt with users of public libraries, excluding non-users. He discussed the relationship of age, education, sex, occupation, economic level, and race to patterns of usage, and concluded that education was the most important single factor in determining whether a person was a user or a non-user of library facilities.²

In the late 1960's, the public was again surveyed for library purposes. This study was the combined effort of Duke University, the R. R. Bowker Company, and members of the National Commission on Libraries and Information Science. Once again, an attempt was made to discover the sociological characteristics of library users and non-users. In addition to the characteristics studied by The Public Library Inquiry, the effects of marital status and race were determined. It was found single people were more frequent library users than married persons. Negroes used libraries less frequently than whites. (It was recognized that this was partly because library facilities were often not available

¹Bernard Berelson, The Library's Public: A Report of the Public Library Inquiry (New York: Columbia University Press, 1949).

²Ibid., p. 50.

in Negro communities and partly because of the low educational level of a great number of them.) The publication resulting from this survey, Libraries at Large¹, is an excellent book for recent information concerning today's public libraries.

In addition to publications concerning national library surveys, a number of books and articles have been published about studies made by individual libraries or systems. In the 1950's, the Dallas Public Library analyzed its city and libraries in order to improve its services. The purpose was to study in detail "the various conditions which affect library service in Dallas" and to set forth the "necessary plan for bringing modern library service within reasonable reach of every resident of the city."² The researchers in this study felt that of all the factors they studied, the two most important were the number of people and where they lived.³ Although this report dealt more with the analysis of branch libraries than with community characteristics, it is an example of a library study which included a community survey as a starting point.

The American Library Association supplied funds to eight public libraries to study the characteristics, needs, and interests of their communities so that effective adult education programs could be initiated. The Cumberland County Library in North Carolina was one of the pilot libraries for this Library-Community Project. Their publication⁴

¹Douglas M. Knight and E. Shipley Nourse, Libraries at Large (New York: Bowker, 1969).

²Lowell A. Martin, Branch Library Service for Dallas: a Report Sponsored by the Friends of Dallas Public Library (New Brunswick, N. J.: Friends of Dallas Public Library, 1958).

³Ibid., p. 11.

⁴North Carolina, State Library, Community Needs and Resources: Report on Library Community Project (Raleigh, N. C.: North Carolina State Library, 1960).

described this self-study which attempted to determine characteristics of the population and economic, social, and cultural life of the area. Community leaders were interviewed, as were ordinary residents of the community. Several different problems were isolated. One was the low education level of most of the people; another, the preponderance of young families in the community. Considering these and other aspects of the community, the surveyors drew up a plan for adult education in the public libraries.

William Chait, Director, Public Library of Dayton, Ohio, and Ruth Warnecke, Deputy Executive Director, A.L.A., described a survey of another region in North Carolina--Asheville and Buncombe County.¹ The economy, people, local government, schools, and other community facilities were studied, as were the libraries and library services being provided. In view of their findings, a plan for the future of the Asheville and Buncombe County Library was constructed in the form of recommendations for future action.

A more recent study was made of the Chicago Public Library. In the book describing this survey, it was stated "the bedrock of planning for urban services is . . . the people of the city;"² and because of this philosophy, an extensive survey was made of social characteristics of the population. It was recognized there were many Negroes in the city; and, in general, they did not use the library. It was also recognized color does not determine library use; educational level, however, is

¹William Chait and Ruth Warnecke, A Survey of the Public Libraries of Asheville and Buncombe County (Chicago: American Library Association, 1965).

²Lowell A. Martin, Library Response to Urban Change: A Study of the Chicago Public Library (Chicago: American Library Association, 1969), p. 1.

a determining factor. Chicago is faced with another serious problem-- the deterioration of the city. In order for the Chicago public libraries to truly serve their communities, this problem must be carefully studied. Library Response to Urban Change attempted to do this.

After presenting the survey results of users of Baltimore-Washington libraries in an article entitled "Factors Influencing Public Library Use,"¹ Mary Lee Bundy, Professor in the School of Library and Information Services at the University of Maryland, concluded that because the public library has failed to adjust to changes in society, it is basically an agency with weak resources and without a purpose.² She apparently recognized the pressing need for libraries to conduct effective community surveys and utilize the results to determine programs which will serve the community in the most effective manner possible.

Elizabeth Warner McElroy, Assistant Librarian for the J. Walter Thompson Company of Chicago, studied the subject variety in the reading of adults and published her results in two articles, "Factors Related to Variety in Reading,"³ and "Characteristics of Readers of Ten Categories of Books."⁴ In these articles she analyzed adult reading interests in terms of characteristics of the readers, such as education, age, income, and occupation. Her results were derived from a survey conducted in 1965 by the National Opinion Research Center in Denver.

¹Mary Lee Bundy, "Factors Influencing Public Library Use," Wilson Library Bulletin, XLII (December, 1967), 371-82.

²Ibid., p. 382.

³Elizabeth Warner McElroy, "Subject Variety in Adult Reading: Factors Related to Variety in Reading," Library Quarterly, XXXVIII (April, 1968), 154-67.

⁴Elizabeth Warner McElroy, "Subject Variety in Adult Reading: Characteristics of Readers of Ten Categories of Books," Library Quarterly, XXXVIII (July, 1968), 261-69.

Although the survey method has been an important device for bringing about improvement in the educational system of our country, surveys done by individual libraries have contributed little to theoretical knowledge about public library management, according to Edward A. Wight,¹ Professor Emeritus at the University of California School of Librarianship. The reasons are most reports are too subjective and they receive limited circulation.

Of all the dissertations included in Dissertation Abstracts, only two appear to utilize community studies for public library purposes. In 1963, Peter Hiatt, doctoral candidate, used a community profile in relationship to services provided for adults of low education.² Two years later, Leonard Grundt, another doctoral candidate, conducted an investigation to determine how efficient public library service could best be provided to all the residents of a typical city.³ Both men received their doctorate from Rutgers University.

A number of items have been written to help those who desire to conduct surveys of their own library and community. The Director of the Department of Library Science at the University of Minnesota, E. W. McDiarmid, Jr., in a book published in 1940⁴, discussed not how to survey, but what to survey and what measures to use in doing so. Although more than thirty

¹Edward A. Wight, "The Contribution of the Public Library Survey," Library Quarterly, XXXVIII (October, 1968), 293-300.

²Peter Hiatt, "Public Library Branch Services for Adults of Low Education" (unpublished Ph. D. dissertation, Rutgers University, 1963).

³Leonard Grundt, "An Investigation to Determine the Most Efficient Pattern for Providing Public Library Service to All Residents of a Typical Large City" (unpublished Ph. D. dissertation, Rutgers University, 1965).

⁴E. W. McDiarmid, Jr., The Library Survey: Problems and Methods (Chicago: American Library Association, 1940).

years old, this book is still relevant and has not been superseded. A bibliography on the library survey is included.¹ A description of survey methods can be found in Douglas Waples' book of about the same time period.² At the time this book was written, Waples was a Professor of Researches in Reading at the University of Chicago Graduate Library School.

More recent publications concerning library surveys have been written by Maurice Line, Deputy Librarian of the University of New Castle Upon Tyne, and Maurice Tauber, Melvil Dewey Professor of Library Service at Columbia University. Line's book³ is an elementary introduction to the subject for librarians interested in conducting self-surveys of their own libraries. He included chapters on the purpose and planning of library surveys, and the collection, processing, analysis, interpretation, and presentation of survey data.

Tauber's book⁴ is a report from the Conference on Library Surveys held at Columbia University for the purpose of examining contemporary knowledge on the use of various types of library surveys. It consists of a section on the use of the survey method in general, and one on the use of the survey in various types of libraries, with one chapter on each library type. Andrew Geddes, Director, Nassau Library System, New York, wrote the chapter on the public library survey, and stated the first step in any public

¹Ibid., pp. 225-35.

²Douglas Waples, Investigating Library Problems (Chicago: University of Chicago Press, 1939).

³Maurice B. Line, Library Surveys (London: Archon Books and Clive Bingley, 1967).

⁴Maurice F. Tauber and Irlene Roemer Stephens, eds., Library Surveys (New York: Columbia University Press, 1967).

library survey should be a community study because of the heterogeneity of the potential clientele.¹

Tauber has also written a number of articles on library surveys; one of which is "Survey Methods in Approaching Library Problems,"² in which he gives an excellent general overview and summary of the field.

Philip Hauser, in 1957, wrote an article on how community developments should affect library planning.³ Mr. Hauser is former Director of the U.S. Bureau of Census; and at the time this article was written, he was Director of the Population Research and Training Center and the Chicago Community Inventory.

For librarians wishing to conduct a random sample, Carl M. Drott of the Community Systems Foundation in Ann Arbor, Michigan, has written an article in College and Research Libraries.⁴

For suggestions on what factors to study in a community survey, what informational sources to utilize, and what steps to take in order to ensure that the library is meeting the needs of the library, Modern Branch Libraries and Libraries in Systems by Eleanor Brown is a good source.⁵ Miss Brown is Assistant Director of Library Science for Public Schools in Washington, D. C. Especially recommended is chapter

¹Ibid., p. 181.

²M. F. Tauber, "Survey Methods in Approaching Library Problems," Library Trends, XIII (July, 1964), 15-30.

³Philip M. Hauser, "Community Developments and Their Effect on Library Planning," Library Quarterly, XXVII (October, 1957, 255-66.

⁴Carl M. Drott, "Random Sampling: A Tool for Library Research," College and Research Libraries, XXX (March, 1969), 119-25.

⁵Eleanor Frances Brown, Modern Branch Libraries and Libraries in Systems (Metuchen, N. F.: The Scarecrow Press, Inc., 1970).

six. This book includes an abundance of good information concerning the establishment and administration of branch libraries and would be worthwhile for anyone involved in such activities.

A general discussion of Rose Park Branch is included in a publication about the three branches in the Salt Lake Public Library System.¹ Brief information is given on the characteristics of the community, of the library's physical facilities, and of the services it renders. However, the discussion is much too brief to be of great value.

Although a large number of library surveys have been conducted, not many have included a detailed analysis of the community served by the library. Even for those which have done so, the researchers have failed to publish detailed information concerning the procedures and materials used and the use made of the results. Some good reports have been published; but because of their limited circulation, they are difficult to obtain. Consequently, for persons who wish to conduct surveys of their library and its public, there is an extreme shortage of relevant material.

¹Salt Lake, Public Library, Study of Library Branch Development (Salt Lake City, Utah: Salt Lake Public Library, n.d.).

CHAPTER III

DATA COLLECTION

The initial problem was to construct and test a questionnaire that would provide the sought after validity from the return. In the course of reading and preliminary study, it was determined which areas and variables were important to test. These variables were community factors such as size of population, ethnic composition, religious composition, and activities pursued. Also included was an extensive section on reading, considering chiefly variety, frequency, form preferred, and source of reading material (see Appendix B).

The questionnaire was pretested by administering it to a class of approximately thirty Library Science Master's applicants. A number of questions were changed from their original form. A table was omitted which was designed to tabulate the number of family members living at home. It was considered awkward and was not easily understood. Other suggestions were given providing additional alternate answers to some questions.

Additional integrity of the instrument was provided through a comparison with statistics obtained from preliminary 1970 Census information (see Appendix C). This information was requested through the Bureau of Economic Research, University of Utah. The instrument proved to be satisfactory and was accurate enough to be used for its initial purpose of indicating trends.

One major weakness of the questionnaire, detected after its administration and during the compilation of statistics, was that no significant

questions were taken from well-established predecessors. Had there been some others, it would have allowed many more comparisons.

The integrity of this survey, indeed of any survey, rests on the accuracy of the data and the size and quality of the sample taken. It was predetermined that a sample size of one household in eleven would be adequate to reveal trends and patterns in the community. Several approaches were used to maintain a quality sample. It was theorized that many of the women and, of course, most of the men would be away from home during the day because of work commitments. Any survey conducted entirely during the day would fail to reach most men and a number of women. To include responses from these people, both evening and weekend soliciting was attempted.

Those respondents contacted during the day would be likely to retain similar characteristics concerning income level, number of children (probably higher), and other life styles affected by the respondents' similar philosophies.

The key was to conduct the survey at such times to assure that each house, as it was randomly selected, would not be vacant. The procedure was to count, in order, each house within the geographic boundaries decided upon. These boundaries constituted the sample area and were northern, 22nd North; eastern, Interstate 15N; southern, 500 North; and western, Redwood Road.

In teams of two, the survey was begun. Each team started with a number randomly chosen between one and eleven. Thus began each individual member's count. From then on each eleventh house was selected. If the selected house was vacant the next occupied house was chosen and the count

was continued at the appropriate place in the next series of eleven. This continued until every house in the sample area was counted and the selected ones, surveyed. Only in a very few instances, perhaps ten in all, were respondents under the age of twenty-one allowed to complete the questionnaire. The assumption was that respondents under twenty-one though frequently more honest with their answers, lacked information concerning family income and family interests.

A typical approach contained the following elements: an identification of the surveyors, purpose of the visit, a request for their help, and an agreement concerning when the completed questionnaire could be retrieved. The identification was generally straightforward; few problems were experienced. Only a very few non-Mormons were hesitant to assist because of the affiliation with Brigham Young University. Such statements as, "Oh, I am sorry. We're Catholic" were the most common. There was, however, only one complete refusal on this basis.

Explaining the purpose of the visit differed with each of the respondents, depending on the amount of information required to satisfy their curiosity. It was explained in the cover letter that the accumulated information would be used to fulfill requirements for the Masters of Library Science degree (see Appendix A). It was felt any reference to the Salt Lake City Public Library might induce a measure of bias into the result. Because it was explained that the questionnaire contained parts measuring reading patterns, the responses in this area could be somewhat biased.

Generally, people were most anxious to help. It was decided early that to avoid prohibitive postage cost and, more important, to ensure a high return of questionnaires, they would be retrieved the same day as

delivered. There were only two exceptions. Twice they were delivered in the late afternoon and evening and retrieved early the next morning. The total result proved most rewarding, with a final return of 209 questionnaires completed out of 215 delivered, or 97 per cent.

The enclosed map marks the approximate residence of the respondents, and pictures graphically the area that was covered (see Appendix D). Appendix E depicts the days and times used, with the included number of surveyors participating. Roughly, sixty-three man-hours were used administering the questionnaire.

CHAPTER IV

ANALYSIS OF DEMOGRAPHIC DATA

An analysis of socio-economic factors is an essential part of any library survey. Not until such characteristics are known can a library truly serve its community by providing appropriate materials and services. Sex, age, race, education, and occupation are only a few of the factors which influence reading habits. Also relevant to a library survey is an analysis of how much leisure time members of the community have, and how it is spent.

Sex

According to 1970 United States Census Statistics (See Appendix C), 10,606 people live in Rose Park, none of whom resides in areas considered to be rural. Of this total, 5,403, or 51 per cent, are female and 5,302, or 49 per cent, are male. This distribution is not significantly different from the National average which is 53 per cent female and 47 per cent male.¹

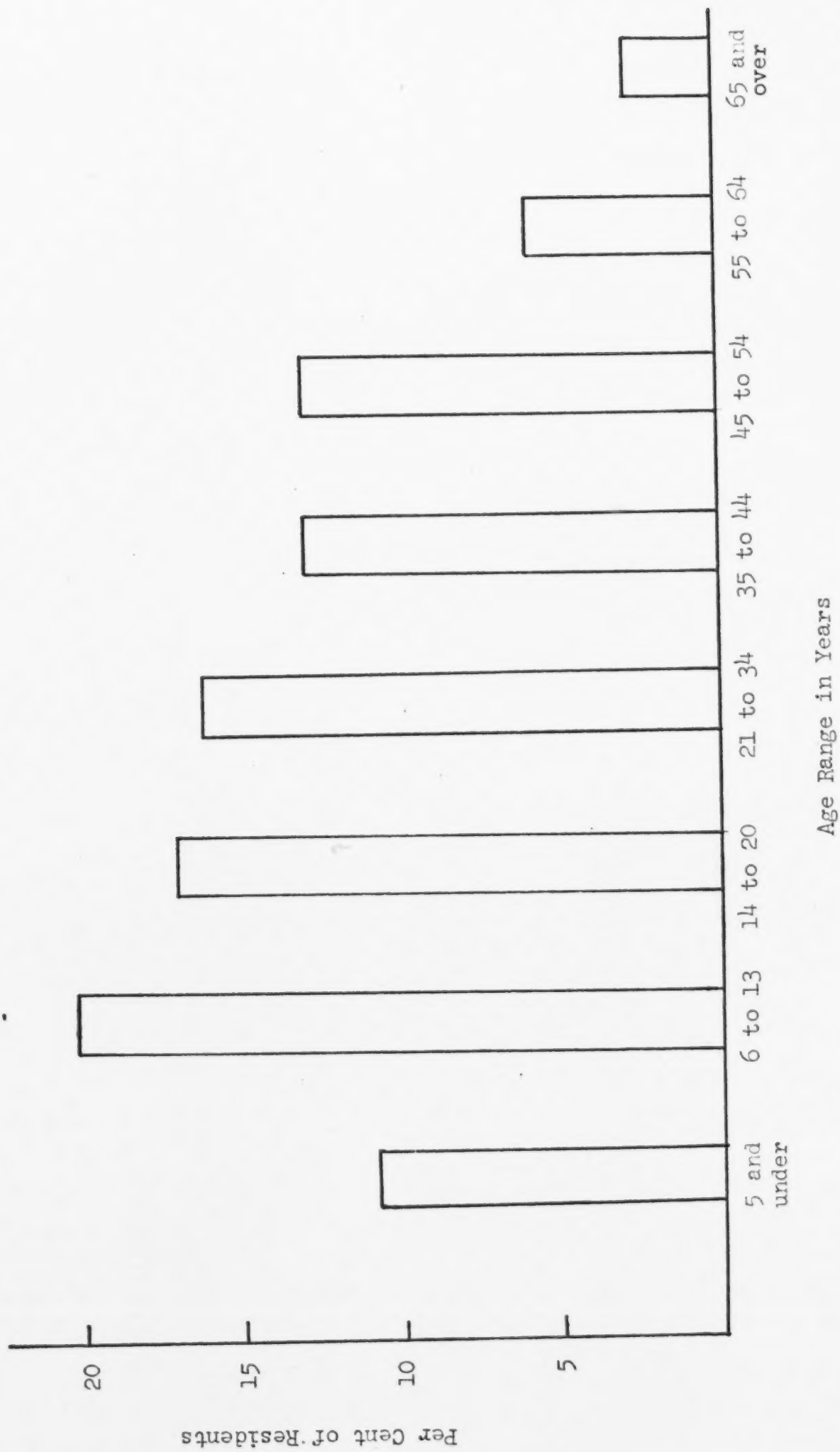
Age

When one considers the age distribution, it is apparent that at the time of the survey, a large percentage of residents of Rose Park were children: 11 per cent were five years old or under, and 20 per cent were six through thirteen. The teenage group comprised 17 per cent of the total. A total of 48 per cent lay in the age group of twenty-one to sixty-four, and only 3 per cent were sixty-five or older (see Figure 1).

¹Knight and Nourse, Libraries at Large, p. 79.

FIGURE 1

AGE RANGE OF ROSE PARK RESIDENTS



These statistics have significance for Rose Park Branch since 48 per cent of the community consists of persons under twenty-one and most studies show young people use the library more than any other age group.¹

Race

Only about 2.5 per cent of the population was non-white. This small minority consisted of Negroes, Indians, Orientals, and undefined races (see Table 1). The presence of these groups in the community should be recognized by the librarian but should not be overemphasized; that is, provision should be made to adequately serve these people, but not to the extent that the other 97.5 per cent are neglected.

Education

Because level of education is directly related to library use, it is important for the librarian to be aware of the amount of education Rose Park residents have. Close to 50 per cent had received no schooling past high school. Of the remainder, about 30 per cent had two years or less of post-high school training; 10 per cent had three or four years; and about 8 per cent had more than four (see Table 2).

A 1966 study by the University of Maryland showed that 60.5 per cent of public library users had attended college;² that is, people who had received education past high school were heavy users of libraries in comparison to other groups of people.

Since almost 50 per cent of Rose Park residents have post-high school training, it is reasonable to expect they will be library users. Whether

¹Ibid., p. 64.

²Mary Lee Bundy, "Metropolitan Library Use," Wilson Library Bulletin, XII (May, 1967), 954.

TABLE 1

ROSE PARK RESIDENTS BY RACE

Race	Number	Per Cent
White	10,343	97.52
Negro	94	.89
Indian	23	.22
Orientals	121	1.14
Other	25	.26
Total	10,606	99.93 ^a

^aDoes not equal 100 per cent as a result of rounding off to nearest hundredth.

TABLE 2

LEVEL OF EDUCATION OF ROSE PARK RESIDENTS

Education	Number	Per Cent
8th Grade or Less	6	2.87
9th to 11th Grade	23	11.00
12th Grade	79	37.80
2 Years Past High School	62	29.67
3-4 Years Past High School	21	10.05
Beyond 4 Yrs. Past High School	16	77.66
No Response	2	.96
Total	209	100.01

they use the Rose Park Branch or some other facility will largely depend upon their perception of whether or not materials of interest to them are provided. Perhaps a little publicity would make people more aware of what the library has to offer.

Occupation

A rather difficult item to accurately measure because of the variety of jobs available is occupation. Rose Park residents were asked to categorize the type of work done by the head of the household, but because of the ambiguity of the categories provided, the responses were not as meaningful as they could have been. About 75 per cent felt they were either professional or skilled workers, a rather high figure; but, only about 16 per cent were willing to admit they performed unskilled labor (see Table 3).

According to the University of Maryland study previously cited 15 per cent of employed adults were professional people, but 52 per cent of employed library users were in the professions.¹

Working Mothers

Another factor which is relevant to the present study is that in sixty-six homes (32 per cent) the mother, as well as the father, was employed. In other words, almost one-third of the women had an extremely limited amount of time to spend on reading and other leisure activities.

Income

Related to the high level of education and the number of working mothers is the fact that almost one-half of all households in Rose Park earned over \$10,000 each year. This is extremely high compared to the

¹Since almost the same percentage of Rose Park residents are professional workers, it would be interesting to see what percentage of library users are in the professions.

TABLE 3

OCCUPATION OF CHIEF WAGE
EARNERS IN ROSE PARK

Occupation	Number	Per Cent
Professional	30	14.35
Skilled	124	59.33
Unskilled	34	16.27
Other	18	8.61
No Response	3	1.44
Total	209	100.00

TABLE 4

ANNUAL FAMILY INCOME OF ROSE PARK RESIDENTS
COMPARED WITH NATIONAL STATISTICS^a

Income	Rose Park	United States
	Per Cent	Per Cent
\$10,000 and over	52.6	25.3
7,000 - 9,999	16.3	22.3
5,000 - 6,999	14.4	19.0
3,000 - 4,999	4.8	14.1
Under \$3,000	4.3	16.3
Undesignated	7.7	3.0
Total	100.0	100.0

^aDouglas M. Knight and E. Shipley Norse, Libraries at Large (New York: Bowker, 1969), p. 79.

national average of 25 per cent. Only about 9 per cent earned less than \$5,000 (see Table 4).

In other words, most Rose Park residents are middle class, the socioeconomic group which has been found to use libraries more than the wealthy or the poor.¹ Hence, Rose Park residents should be prone to use the library more often than the national average.

Marital Status

Table 5 indicates the marital status of the adults surveyed. Unfortunately, because in this survey parents were usually asked to complete the questionnaire, the statistics in Table 5 are not representative of Rose Park adults; consequently, accurate conclusions concerning projected use of the library according to marital status cannot be drawn.

National studies show that single adults use the library more often than other persons for several reasons. Single persons are younger and are more often in school, both of which contribute to more frequent use of the library. Married persons borrow books for spouses, or perhaps use the library card of one of their children, and this is not indicated by circulation statistics. Also, married adults have less time for leisure reading.²

Religion

The distribution according to religion is relevant to the present study because of the high percentage of members of the Church of Jesus Christ of Latter-Day Saints (76 per cent). Eighteen Catholics (9 per cent), twenty-four Protestants, (11 per cent), and six persons of other religions or no religion (3 per cent) were surveyed.

¹Knight and Nourse, Libraries at Large, p. 79.

²Ibid., p. 59.

TABLE 5

MARITAL STATUS OF ROSE PARK RESIDENTS

Status	Number	Per Cent
Single	16	7.66
Married	170	81.34
Widowed	9	4.31
Divorced	10	4.78
Separated	3	1.44
No Response	1	0.48
Total	209	100.01

TABLE 6

ACTIVITIES IN WHICH ROSE PARK
RESIDENTS PARTICIPATE BY SEX

Activity	Male		Female	
	Number	Per Cent	Number	Per Cent
Movies	42	56.00	89	66.92
Socials	38	50.67	87	65.41
Sports	58	77.33	88	66.17
Hobbies	36	48.00	79	59.40
Clubs	14	18.67	29	21.80
Concerts	8	10.67	26	19.55
Reading	43	57.33	106	79.70

Of the total, almost one-half (48 per cent) spent less than two hours per week on religious activities. For this group of the population, religion does not appear to interfere significantly with the time they have to spend on reading. However, about 21 per cent spent between two and five hours per week on church activities; 18 per cent, between five and ten; and about 12 per cent spent over ten hours per week on church and religious activities. Members of these latter groups have a reduced amount of time available to spend on activities such as reading.

Leisure Activities

Respondents were asked to indicate in which of a number of activities they participated. The results are shown according to sex of respondent in Table 6.

It is interesting to note that the female population, as a whole, spent considerably more time on all the listed activities except sports (see Table 6). Especially significant is that almost 80 per cent of the women said they read; whereas, only about 57 per cent of the men did so. When one analyzes statistics from other studies, one sees that women typically use the library more often than men.¹ It can thus be inferred women read more than men. This corroborates what the present study indicates.

Almost one-quarter of the respondents spent more than twelve hours per week on the activities listed. However, the questionnaire did not measure how many of these hours were spent reading.

Television is another activity which reduces the amount of reading time available. In 14 per cent of the homes surveyed, television was watched by at least one family member for an average of more than eight

¹Berelson, The Library's Public, p. 31.

hours per day. It was watched for over four hours per day in 67 per cent of the homes. It is obvious that television occupies a great amount of time, leaving much less time for persons to spend on other activities.

Summary

1. The population consists of almost equal numbers of males and females.
2. There are a great many persons under twenty-one years of age in Rose Park and only a few over sixty-five. The distribution in the intermediate levels is normal.
3. Nearly all residents are white, but there are a few who are Negroes, Indians, Orientals, and others of unspecified race.
4. Almost one-half have received post-high school training of some kind. Less than 13 per cent did not complete high school.
5. Almost three-quarters of all wage earners do either professional or skilled work.
6. There are a number of working mothers in Rose Park (32 per cent).
7. Nearly one-half of the households have an average annual income over \$10,000. Only 9 per cent earn less than \$5,000.
8. Statistics on marital status are not sufficiently accurate to be meaningful.
9. The predominant denomination in Rose Park is the Church of Jesus Christ of Latter-Day Saints, of which 76 per cent are members. In general, the amount of time spent on religious activities is probably higher than in the average community.
10. For women, the most frequent leisure time activity is reading; but for men, it is sports. Men apparently have more leisure time than do women.

11. Television is a very time-consuming activity in Rose Park, as it is throughout the United States.¹

¹Statistical Abstract, No. 1098, 1970, p. 687.

CHAPTER V

ANALYSIS OF READING AND LIBRARY USE DATA

Directly relevant to the present study is an analysis of habits of reading and library use. Statistics relating to these two areas should be carefully considered in determining the library program.

Form of Reading Matter

Table 7 indicates people in Rose Park read newspapers more often than any other form of reading material, and magazines more often than books. They showed a definite preference for hardcover books over paperbacks.

When asked how many books they had read since Christmas (three months), 34 per cent of the respondents said they had read five or more. This compares favorably with the results of a national survey. However, there the similarity ends. Apparently, Rose Park residents in general read more than the average American (see Table 8).

Variety of Reading Interests

Another aspect of reading habits particularly significant for librarians is the type of reading material enjoyed by members of the community. Respondents in the present survey were asked to indicate which of a given list of reading types they enjoyed. Results are shown in Table 9. The most popular categories were adventure, biography, history, religion, and mystery or detective stories. The two categories checked least often were plays, and music and art. A relatively high percentage (24 per cent) said they enjoyed religious reading. One conclusion which

TABLE 7

FORM OF READING MATERIAL COMPARED
BY FREQUENCY OF READING

Form	Frequency in Per Cent					Totals
	Never	Seldom	Sometimes	Often	No Response	
Newspapers	1.91	6.22	9.57	81.34	0.96	100.00
Magazines	1.91	11.00	30.62	56.46	0.00	99.99
Paperbacks	18.66	19.14	31.58	28.71	1.96	100.05
Hardbacks	8.13	14.83	39.23	36.84	0.96	99.99

TABLE 8

NUMBER OF BOOKS READ DURING PAST THREE MONTHS

Number	Rose Park	United States ^a
	Per Cent	Per Cent
One	11	5
Two	15	6
Three	13	9
Four	11	5
Five or More	34	30
None	13	45 ^b
No Response	2	
Total	99	100

^aDouglas M. Knight and E. Shipley Norse, Libraries at Large (New York: Bowker, 1969), p. 83.

^bIncluded in this total are a number of persons who said they could not recall the number.

TABLE 9

SUBJECT VARIETY ENJOYED BY
ROSE PARK RESIDENTS

Type	Number	Per Cent
Adventure	119	56.94
Biography	102	48.80
History	101	48.33
Music and Art	31	14.83
Mystery	89	42.58
Plays	11	5.26
Poetry	50	23.92
Religion	91	43.54
Romance	72	34.45
Science	45	21.53
Science Fiction	46	22.01
Travel	79	37.80
Other	29	13.88

TABLE 10

BENEFITS ROSE PARK RESIDENTS
RECEIVE FROM READING

Benefit	Number	Per Cent
Self-education	153	73.21
Occupational advancement	54	25.84
Religious education	82	39.23
Recreation and enjoyment	186	89.00
Other	9	4.31

can be drawn from these statistics is that a great many residents of Rose Park enjoy nonfiction as well as fiction.

Purpose of Reading

Helpful also to the librarian is a knowledge of what people feel they gain from reading. As could be expected, more people in Rose Park read for recreation than for any other single reason. Other reasons given in order of frequency were self-education, religious education, and occupational advancement. A number of miscellaneous reasons were also given (see Table 10).

Source of Reading Material

Another revealing statistic is source of reading material. Again, in the survey at hand, respondents could check as many sources as they used. Most people appeared to purchase a great number of the books they read. Many of them borrowed reading material, either from friends (55 per cent) or from the public library (51 per cent). Relatively few belonged to book clubs or obtained books from other sources (see Table 11).

Library Use

As previously mentioned, because people were aware that the surveyors were library science students, the statistics concerning library use may not be completely valid and reliable. However, something may be learned from analyzing them.

To the question "Do you use a library?" about 65 per cent replied they did. This is a rather high figure, but seems to indicate a high percentage of the residents of Rose Park do indeed use a library. However, statistics concerning how many of them use the Rose Park Branch, and how often they use it, are not available. Such statistics can probably be

TABLE 11
SOURCE OF READING MATERIAL

Source	Number	Per Cent
Purchase	176	84.21
Borrow From Friends	115	55.02
Borrow From Public Library	107	51.20
Book Clubs	43	20.57
Other	24	11.48

TABLE 12
REASONS FOR LIBRARY NON-USE

Reason	Number	Per Cent
I buy or already own books I need.	43	20.57
I do not need to use library materials.	18	8.61
It is hard to get to the library.	14	6.70
The public library does not have what I need.	1	0.48
Other	4	1.91

obtained through an analysis of the Rose Park Library's registration and circulation statistics.

Of the people who said they do use a library, only 55 per cent said they possessed a library card. In some cases, when the respondent said he himself did not have a card, he indicated he used the card of another family member. Also, some persons used the library without checking out materials. These two factors partially explain the difference between the percentage who indicated they used the library (65 per cent) and the percentage who said they possessed a library card (55 per cent).

Reasons for Library Non-Use

Persons who did not use the library were asked to indicate why (see Table 12). The most often checked response was they already owned the books they needed. A number of them felt they had no need of library materials. Still others said it was hard for them to get to the public library. Only one person said the library hours were inconvenient.

Convenience of Location of Rose Park Branch

Finally, the respondents were asked whether they felt the library was conveniently located. One of the responses available was "No Opinion" in case the respondent was not familiar with the location. An overwhelming majority (92 per cent) of all respondents said the location was convenient. Fewer than 1 per cent said it was inconvenient, and about 5 per cent had no opinion. It would appear almost every one knows where the branch library is, and feels the location is convenient.

Summary

1. The form of reading material read by the greatest percentage of people is the newspaper.

2. People would rather read hardcover books than paperbacks.

3. One-third of the people had read five or more books in the past three months.

4. The most popular categories of reading were found to be adventure, biography, history, religion, and mystery or detective stories. In other words, Rose Park residents read both fiction and nonfiction.

5. Most people read for enjoyment, but a great many also read for self-education.

6. More people obtained reading material by purchasing it than from any other source. Only about one-half used the public library to obtain books and other forms of reading material.

7. About 65 per cent said they used a library. However, this figure may not be accurate.

8. Only 55 per cent possessed a library card, but some of the others used cards other than their own.

9. The most common reason given for non-use of the library was the respondent already owned the books he required. Others felt they did not need library materials; while, some said it was difficult for them to get to the library.

10. Nearly everyone felt the library was conveniently located.

CHAPTER VI

CROSS COMPARISONS BETWEEN SOCIO-ECONOMIC FACTORS AND READING HABITS

Analysis is made directly possible by the comparison of two or more factors. In the following paragraphs, twelve broad comparisons are made and preliminary conclusions drawn. These comparisons and conclusions arise, with few exceptions, from this survey. What follows are comparisons of socio-economic characteristics of Rose Park residents with reading and library use.

Education by Sex

It is important to notice the greatest average level of education completed by both male and female respondents was grade twelve, indicated by Table 13. However, fully 50 per cent of the men and almost 40 per cent of the women questioned completed some form of education beyond the twelfth grade. In the present study as well as in others more comprehensive,¹ the positive relationship of education to reading has been continually illustrated and must not be ignored or forgotten by the librarian. This learned affinity for reading is essential for continued library growth, and a certain asset to any librarian trying to stimulate library consciousness.

Activities and Participation by Sex

Often a community, because of its religious or ethnic composition, or sometimes for other reasons, falls into specific, readily identifiable

¹Bundy, "Metropolitan Library Use," p. 954.

TABLE 13
LEVEL OF EDUCATION OF ROSE PARK RESIDENTS BY SEX

Education	Male		Female	
	Number	Per Cent	Number	Per Cent
8th Grade or Less	6	8.00	0	0.00
9th to 11th Grade	6	8.00	17	12.78
12th Grade	24	32.00	55	41.35
2 Years Past High School	17	22.67	45	33.83
3-4 Years Past High School	9	12.00	12	9.02
Beyond 4 Yrs. Past High School	12	16.00	4	3.01
No Response	1	1.33	0	0.00
Totals	75	100.00	133	99.99

patterns of behavior. The authors hoped to find evidence of a special pastime or activity promoted and enjoyed by the residents of Rose Park. There could not be found any predominant activity. Nearly 77 per cent of the men exhibited an interest in sports and 66 per cent of the women, an interest in movies. Concerts were the least popular pastime with slightly over 10 per cent of the men interested and almost 20 per cent of the women.

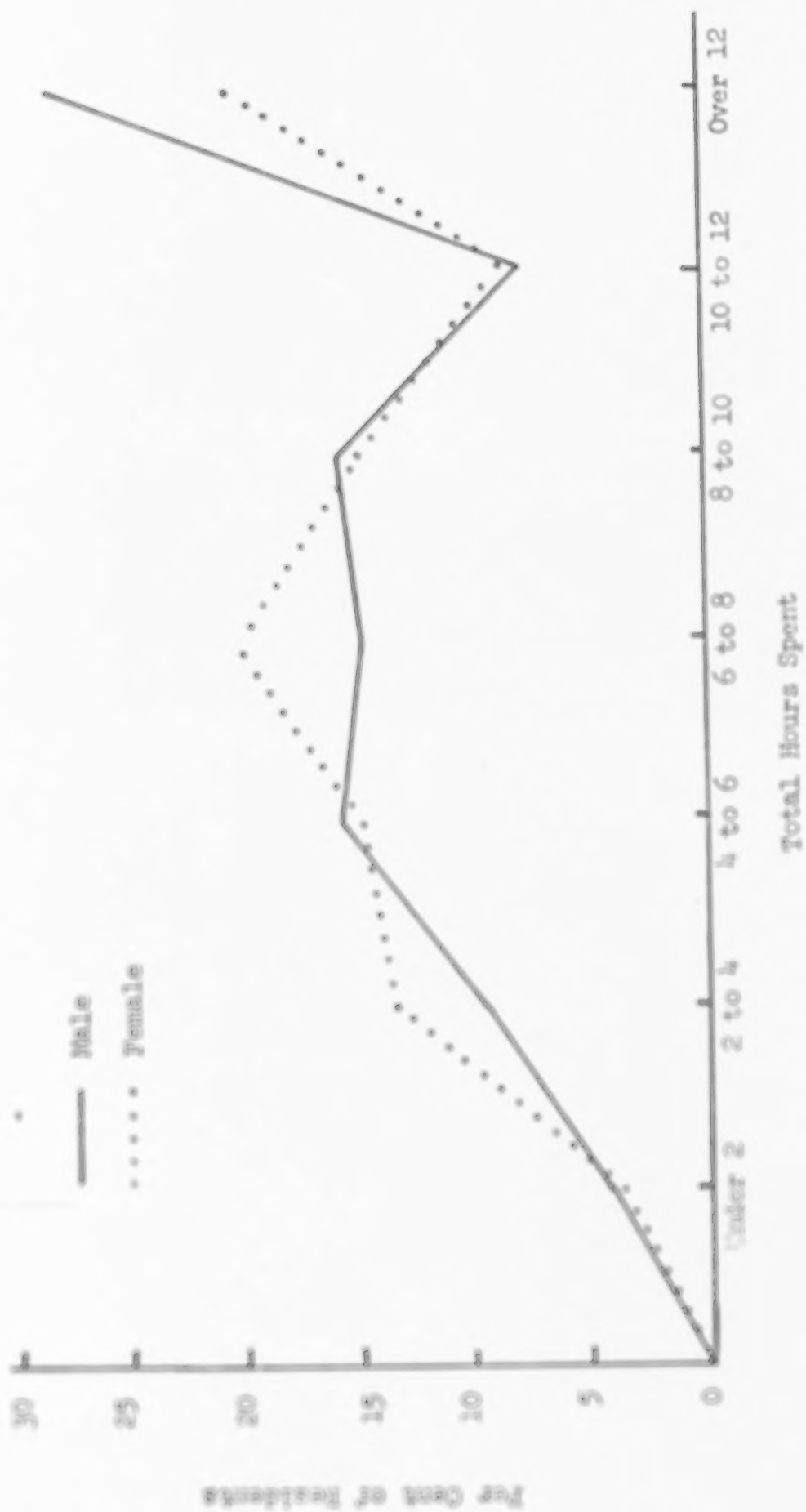
The most interesting discovery was the amount of time spent involved in the activities listed (see Figure 2). As illustrated, the mode in both cases, male and female, is in the six to eight hours per week category. The mean, however, is forced to the top of the scale by the large percentage of answers in the highest category, more than twelve hours per week. This is another indication of the tendency of modern society to be actively engaged in the use of its leisure time. People do spend their time. It must become a prime objective to direct that expenditure to fulfill library goals.

Sex, Age, Education, and Income Related to Library Use

To further substantiate national findings, 69 per cent of the female respondents in the survey answered the question "Do you use a library" in the affirmative (see Table 14). This compares to 30 per cent in a general survey as reported by Berelson in 1948.¹ Exactly 56 per cent of the men also answered "yes". This figure compares to 23 per cent in the survey previously cited. The aforementioned question was worded to include all libraries available to the respondents. It would have been enlightening to know how many people specifically use the Rose Park Branch. It was felt such a specific question would induce an additional uncontrollable variable.

¹Berelson, The Library's Public, p. 31.

FIGURE 2
TOTAL TIME SPENT IN ACTIVITIES^a BY HOME TOWN MEN AND WOMEN



^aSee Table 6.

TABLE 14

EFFECT OF SEX ON LIBRARY USE

Sex	Use The Library		Do Not Use The Library		No Response		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Male	92	56.00	32	42.67	1	1.33	75	100.00
Female	92	69.17	37	27.82	4	3.01	133	100.00

TABLE 15

EFFECT OF AGE ON LIBRARY USE

Age	Use The Library		Do Not Use The Library		No Response		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Under 20	9	90.00	0	0.00	1	10.00	10	100.00
20-25	17	73.91	6	26.09	0	0.00	23	100.00
26-30	16	72.73	5	22.73	1	4.55	22	100.01
31-35	15	78.95	3	15.79	1	5.26	19	100.00
36-40	20	76.92	6	23.08	0	0.00	26	100.00
41-50	42	61.76	25	36.76	1	1.47	68	99.99
51-60	6	28.57	14	66.77	1	4.66	21	100.00
Over 60	9	47.37	10	52.63	0	0.00	19	100.00

Even so, by learning about the general usage of libraries, a librarian can know to what extent his patrons are library-minded.

As Rose Park residents get older, they tend to use the library less, at least until retirement. As a student, there is much incentive and encouragement toward library use, and use continues to be strong through the twenties and thirties, tapering off only in the late forties and into the fifties (see Table 15). Library use in later life probably depends a great deal on library habits acquired early in life. A good youth program is essential in any long-range planning.

The most important variable in library usage is education. Simply stated, the greater the amount of education, the more prone a person is to be a library user (see Table 16). Although the tendency toward library usage is dependent upon the amount of education, this is but a single factor.

The pattern of library use by average family income is quite scattered and may be meaningless (see Table 17). It does appear, however, there is some positive relationship between affluence and use of a library. It appears that affluence gives people more free time in which they do many things, one of which is use the library.

In summary, our study indicated the person most likely to be a library user is a thirty-one to thirty-five year old female with a college degree who earns, or whose husband earns, \$9,000 to \$10,000 per year. Conversely, the least likely patron is a fifty-one to sixty year old male with an eighth grade education or less earning less than \$5,000 per year.

Sex, Age, Education, Income, and Library Card Possession

Mere library card possession does not indicate library use, and non-possession does not indicate library non-use. For example, 61 per cent of the women surveyed indicated they had a library card, compared to

TABLE 16

EFFECT OF LEVEL OF EDUCATION ON LIBRARY USE

Education	Use The Library		Do Not Use The Library		No Response		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
8th Grade or Less	3	50.00	3	50.00	0	0.00	6	100.00
9th to 11th Grade	15	65.22	8	34.78	0	0.00	23	100.00
12th Grade	49	62.03	29	36.71	1	1.27	79	100.01
1 to 2 Yrs. Past High School	40	64.52	20	32.26	2	3.23	62	100.01
3 to 4 Yrs. Past High School	16	76.19	4	19.05	1	4.76	21	100.00
Beyond 4 Yrs. Past High School	11	68.75	4	25.00	1	6.25	16	100.00

TABLE 17

EFFECT OF INCOME ON LIBRARY USE

Income	Use The Library		Do Not Use The Library		No Response		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Less Than \$2,999	5	55.56	4	44.44	0	0.00	9	100.00
\$3,000-4,999	3	30.00	7	70.00	0	0.00	10	100.00
5,000-6,999	17	56.67	11	36.67	2	6.67	30	99.91
7,000-8,999	25	73.53	9	26.47	0	0.00	34	100.00
9,000-9,999	13	81.25	3	18.75	0	0.00	16	100.00
10,000-10,999	12	46.15	13	50.00	1	3.85	26	100.00
11,000-11,999	11	78.57	2	14.29	1	7.14	14	100.00
12,000-12,999	15	78.95	4	21.05	0	0.00	19	100.00
Over \$13,000	25	71.43	10	28.57	0	0.00	35	100.00

44 per cent of the men (see Table 18). This lower rate for men might be explained by the tendency of women to be responsible for the kinds of duties which may include a necessity for a library card--duties usually involving children.

This survey depicted little actual correlation between library card possession and age (see Table 19). There was, however, some grouping in the middle years which corresponds to the years of heaviest library use; these are also the years with young children living at home.

The distribution pattern of library card possession by education of the card holders was significant (see Table 20). The more education obtained, the greater the chance of library card possession. This re-establishes the importance, in theory at least, of education in determining the library card holder.

An analysis of library card holders by income again illustrates the inadequacy of income as a measurement device for things not related directly to socio-economic conditions. Possession of a library card appeared to be quite independent of income (see Table 21). However, the general trend was the richer the person, the more likely he was to possess a library card.

Source of Books by Sex and Income

It is important for librarians to know where patrons are obtaining their reading material. They cannot understand why a person would much rather spend his money for books than provide himself with materials at community expense; the fact is the library may not be meeting the community needs.

A surprising 80 per cent of males sampled purchased the books they needed, while only 45 per cent obtained them from the public library. The figures for women were comparable and were only slightly higher because women do more overall reading (see Table 22). The category that was much

TABLE 18
LIBRARY CARD POSSESSION BY SEX

Possession	Male		Female	
	Number	Per Cent	Number	Per Cent
Do Possess Cards	33	44.00	81	60.90
Do Not Possess Cards	11	14.67	13	9.77
Does Not Apply ^a	27	36.00	36	27.04
No Response	4	5.33	3	2.26
Total	75	100.00	133	99.97

^aChecked a previous question "Do Not Use a Library."

TABLE 19

LIBRARY CARD POSSESSION BY AGE

Age	Do Possess		Do Not Possess		Does Not Apply		No Response		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Less Than 2	5	50.00	4	40.00	-	--	1	10.00	10	100.00
20-25 Yrs.	15	65.22	3	13.04	4	17.39	1	4.35	23	100.00
26-30 Yrs.	14	63.64	2	9.09	5	22.73	1	4.35	22	100.00
31-35 Yrs.	15	78.95	1	5.26	2	10.53	1	5.26	19	100.00
36-40 Yrs.	17	65.38	4	15.38	5	19.23	0	0.00	26	99.99
41-50 Yrs.	35	51.47	7	10.29	25	36.76	1	1.47	68	99.99
51-60 Yrs.	5	23.81	2	9.52	12	57.14	2	9.32	21	99.99
Over 60	8	42.11	1	5.26	10	52.63	0	0.00	60	100.00

TABLE 20

LIBRARY CARD POSSESSION BY EDUCATION

Education	Do Possess		Do Not Possess		Does Not Apply		No Response		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
8th Grade or Less	0	0.00	3	50.00	3	50.00	0	0.00	6	100.00
9th to 11th Grade	11	47.83	4	17.39	8	34.78	0	0.00	23	100.00
12th Grade	44	55.70	8	10.13	25	31.65	2	2.53	79	100.01
0-2 Yrs. Past H.S.	35	56.45	7	11.29	17	27.42	3	4.84	62	100.00
3-4 Yrs. Past H.S.	14	66.67	1	4.76	5	23.81	1	4.76	21	100.00
Over 4 Yrs. Past H.S.	10	62.50	1	6.25	4	25.00	1	6.25	16	100.00

TABLE 21

LIBRARY CARD POSSESSION BY INCOME

Income Range in \$	Do Possess.		Do Not Possess		Does Not Apply		No Response		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Less than 2,999	4	44.44	1	11.11	4	44.44	-	--	9	99.99
3,000 to 4,999	3	30.00	1	10.00	6	60.00	-	--	10	100.00
5,000 to 6,999	12	40.00	6	20.00	10	33.33	2	6.67	30	100.00
7,000 to 8,999	19	55.88	6	17.65	7	20.59	2	5.88	34	100.00
9,000 to 9,999	12	75.00	2	12.50	2	12.50	-	--	16	100.00
10,000 to 10,999	10	38.46	3	11.54	11	42.31	2	7.69	26	100.00
11,000 to 11,999	10	71.43	1	7.14	2	14.29	1	7.14	14	100.00
12,000 to 12,999	12	63.16	2	10.53	5	26.32	-	--	19	100.01
13,000 or Over	24	68.57	2	5.71	9	25.71	-	--	35	99.99

TABLE 22
SOURCE OF READING MATERIAL BY SEX

Source of Material	Male		Female	
	Number	Per Cent	Number	Per Cent
Purchase	60	80.00	115	86.47
Borrow From Others	30	40.00	84	63.16
Public Library	34	45.33	72	54.15
Book Clubs	10	13.33	33	24.81
Other	12	16.00	12	9.02

higher for women than men was obtaining reading material from friends. This probably indicates women are more prone to share a good book.

In comparing the income of respondents to where they obtained reading material, it was interesting to see if the more affluent were likely to purchase the materials they needed. The groups with the smallest and the largest incomes were more likely to purchase materials and less prone to use the library (see Table 23). People who borrowed materials and obtained books through clubs were distributed through all income groups. It seems that a respondent's family commitments may influence him greatly in the middle years.

Books Read in a Three-Month Period--December 25 through
March 25--by Sex, Age, Education, and Occupation

The survey asks the question, "How many books have you read since Christmas?" This date was chosen because it was a convenient point in time from which respondents could more easily remember and estimate. The time period from December 25, 1970, to the administration of the questionnaire, during the third week in March, is very close to three calendar months. The importance attached to these statistics can vary greatly among libraries. Knowledge of the number of books read by specific groups could be an important factor in the stimulation of circulation.

No specific trends could be seen concerning the number of books read by the female and male samples compared (see Table 24). The age diagram seems to indicate the older people get, the more they read (see Table 25). Definitely evident in the table comparing education to the number of books read, is the tendency for more books as the amount of education increases (see Table 26). The pattern of number of books by occupation is virtually too scattered to be useful (see Table 27).

TABLE 23

SOURCE OF READING MATERIAL BY INCOME

Income Range in \$	Purchase		Borrow From Others		Public Lib.		Book Clubs		Others	
	No.	%	No.	%	No.	%	No.	%	No.	%
Less Than 2,999	9	100.00	3	33.33	2	22.22	2	22.22	1	11.11
3,000 to 4,999	6	60.00	7	70.00	2	20.00	1	10.00	0	0.00
5,000 to 6,999	28	93.33	19	63.33	18	60.00	6	20.00	4	13.33
7,000 to 8,999	32	94.12	23	67.65	20	58.87	5	14.71	4	11.76
9,000 to 9,999	12	75.00	12	75.00	10	62.50	6	37.50	3	18.75
10,000 to 10,999	20	76.92	10	38.46	5	19.23	5	19.23	5	19.23
11,000 to 11,999	12	85.71	7	50.00	8	57.14	1	7.14	1	7.14
12,000 to 12,999	16	84.21	10	52.63	13	68.42	7	36.84	0	0.00
Over 13,000	29	82.86	17	48.57	22	62.86	9	25.71	4	11.53
Undetermined	12	75.00	7	43.75	7	43.75	1	6.25	2	12.50

TABLE 24
 NUMBER OF BOOKS READ IN A
 THREE MONTH PERIOD BY SEX

Number of Books Read	Male		Female	
	Number	Per Cent	Number	Per Cent
Read 1	10	13.33	12	9.02
Read 2	13	17.33	18	13.53
Read 3	8	10.67	20	15.04
Read 4	7	9.33	16	12.03
Over 4	23	30.67	48	36.09
Read 0	12	16.00	17	12.78
No Response	2	2.67	2	1.50
Totals	75	100.00	13	99.99

TABLE 25

NUMBER OF BOOKS READ IN A THREE MONTH PERIOD BY AGE

Age of Respondents	Read 1		Read 2		Read 3		Read 4		Over 4		Read 0		No Response		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Under 20	0	0.00	1	10.00	2	20.00	1	10.00	6	60.00	0	0.00	0	0.00	10	100.00
20-25 Yrs.	5	21.74	3	13.04	5	21.74	2	8.70	8	34.78	0	0.00	0	0.00	23	100.00
26-30 Yrs.	1	4.55	7	31.82	3	13.64	0	0.00	9	40.91	2	9.09	0	0.00	22	100.01
31-35 Yrs.	0	0.00	3	15.79	5	26.32	1	5.26	7	36.84	2	10.53	1	5.26	19	100.00
36-40 Yrs.	3	11.54	3	11.54	3	11.54	3	11.54	9	34.62	5	19.23	0	0.00	26	100.00
41-50 Yrs.	7	10.29	9	13.24	7	10.29	11	16.18	21	30.88	11	16.18	2	2.94	68	100.00
51-60 Yrs.	3	14.29	4	19.05	1	4.76	3	14.29	6	28.57	4	19.05	0	0.00	21	100.00
Over 60	3	15.79	1	5.26	2	10.53	2	10.53	5	26.32	5	26.32	1	5.26	19	100.00

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TABLE 26

NUMBER OF BOOKS READ IN A THREE MONTH PERIOD BY EDUCATION

Educational Level	Read 1		Read 2		Read 3		Read 4		Over 4		Read 0		No Response		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
8th Grade or Less	2	33.33	0	0.00	0	0.00	0	0.00	1	16.67	2	33.33	1	16.67	6	100.00
9th to 11th Grade	2	8.70	3	13.04	2	8.70	1	4.35	11	47.83	4	17.39	0	0.00	23	100.00
12th Grade	8	10.13	12	15.19	10	12.66	13	18.99	16	20.25	16	20.25	2	2.53	77	100.00
0-2 Yrs. Past H.S.	7	11.29	7	11.29	11	17.74	5	8.06	26	41.94	5	8.06	1	1.61	62	99.99
3-4 Yrs. Past H.S.	1	4.76	6	28.57	3	14.29	1	4.76	8	38.10	2	9.52	0	0.00	21	100.00
Over 4 Yrs. Past H.S.	1	6.25	3	18.75	2	12.50	1	6.25	9	56.25	0	0.00	0	0.00	16	100.00

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TABLE 27

NUMBER OF BOOKS READ IN A THREE MONTH PERIOD BY OCCUPATION

Occupation	Read 1		Read 2		Read 3		Read 4		Over 4		Read 0		No Response		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Professional	2	6.67	8	26.67	3	10.00	0	0.00	13	43.33	3	10.00	1	3.33	30	100.00
Skilled	11	8.87	16	12.90	19	15.32	12	9.68	46	37.10	18	14.52	2	1.61	124	100.00
Unskilled	4	11.76	5	14.21	4	11.76	6	17.65	9	26.47	5	14.71	1	2.94	34	100.00
Other	4	22.22	2	11.11	2	11.11	4	22.22	3	16.67	3	16.67	0	0.00	18	100.00

Purpose of Reading by Sex, Education, and Occupation

An important aspect of any reading community is the establishment of the reasons for which reading is undertaken. The reasons listed in the questionnaire included self-education, occupational advancement, religious education, and recreation. With this information, a librarian has the opportunity to tailor his collection to his community for optimum use.

Almost 90 per cent of the males tested said they read for recreation, and 70 per cent, for self-education. Nearly 89 per cent of the females read for recreation, and 75 per cent, for self-education. It is apparent from Table 28 that these activities predominate. Librarians should be cognizant of these purposes.

An amazing 100 per cent of respondents with more than four years of education read for recreation; and, as the amount of education increased, reading also increased (see Table 29). It is not clear whether the percentages in each category increase because of the increase of reading with education or because an increased level of education broadens one interests and, hence, affects reading interests. Either point is valid logically.

Reading benefits by occupation witnessed the same general patterns in distribution. Reading for occupational improvement was the least important purpose in every instance, while recreation was the most often cited reason for reading. Unskilled workers read only slightly less than their skilled and professional counterparts. This is probably due, in general, to less education and less interest in reading (see Table 30).

TABLE 28
PURPOSES OF READING BY SEX

Purposes	Male		Female	
	Number	Per Cent	Number	Per Cent
Recreation	67	89.00	118	88.72
Self Education	52	69.33	100	75.19
Religious Education	27	36.00	55	41.35
Occupational Advan.	26	34.67	28	21.05
Other	4	5.33	5	3.76

TABLE 29

PURPOSES OF READING BY EDUCATION

Education	Recreation		Self-Educ.		Religion		Occupation		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
8th Grade or Less	4	66.67	3	50.00	2	33.33	0	0.00	0	0.00
9th to 11th Grade	18	78.26	12	52.17	8	34.78	3	13.04	0	0.00
12th Grade	71	89.87	56	70.89	32	40.51	19	24.05	1	1.27
0-2 Yrs. Past H.S.	55	88.71	49	79.03	23	37.10	13	20.97	5	8.06
3-4 Yrs. Past H.S.	20	95.24	16	76.19	8	38.10	9	42.86	2	9.52
Over 4 Yrs. Past H.S.	16	100.00	15	93.75	8	50.00	10	62.50	1	6.25

TABLE 30

PURPOSES OF READING BY OCCUPATION

Occupation	Recreation		Self-Educ.		Religion		Occupation		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
Professional	27	90.00	23	76.67	10	33.33	11	36.67	1	3.33
Skilled	112	90.32	75	75.00	56	45.16	32	25.81	7	5.65
Unskilled	27	79.41	21	61.76	8	23.53	7	20.59	0	0.00
Other	17	94.44	14	77.78	8	44.44	4	22.22	1	5.56

To generalize, people read for different and often highly personal reasons. Each reason differs from the next, mostly in the extent of its subtleness. The very meager divisions used in the questionnaire are highly arbitrary. Nonetheless, because of this response to reading as a recreation function, members of the library staff should be extremely happy. The product most desired by the reading public is the one most readily given.

Frequency of Reading of Newspapers, Magazines, Paperbacks,
and Books Compared With Education and Sex

Interest in newspaper reading increased dramatically with education as illustrated in Table 31. The same was true of magazines and books (see Tables 32 and 33). Paperbacks showed a slightly different trend, however. These were read by those with the least education least often (see Table 34). It was apparent that much of the middle-class stigma still exists where paperbacks are concerned. Those with the least education apparently retain a feeling that paperbacks are an inferior reading medium.

Rather obvious in Tables 35 and 36, comparing frequency of reading of written material by sex, is the ever-present fact that women read more than men. Women read significantly more hardcover books than men, and almost twice as many paperbacks in the "often" category. Paperbacks still represented the least successful medium for the adult reading public. Almost 23 per cent of the men surveyed claimed they never read paperbacks, compared to 13 per cent for hardcover books and 3 per cent for newspapers and magazines. The attitude of the female respondents paralleled that of the men except at a lower total response level in each case.

TABLE 31

EFFECT OF EDUCATION ON THE READING OF NEWSPAPERS

Education	Never		Seldom		Sometimes		Often		No Response		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
8th Grade or Less	1	16.67	0	0.00	0	0.00	4	66.67	1	16.67	6	100.00
9th to 11th Grade	0	0.00	3	13.04	3	13.04	17	73.91	0	0.00	23	99.99
12th Grade	2	2.53	6	7.59	6	7.59	65	82.28	0	0.00	79	99.99
0-2 Yrs. Past H.S.	1	1.61	3	4.84	8	12.90	50	80.65	0	0.00	62	100.00
3-4 Yrs. Past H.S.	0	0.00	1	4.76	2	9.52	18	85.71	0	0.00	21	99.99
Over 4 Yrs. Past H.S.	0	0.00	0	0.00	1	6.25	15	93.75	0	0.00	16	100.00

TABLE 32

EFFECT OF EDUCATION ON THE READING OF MAGAZINES

Education	Never		Seldom		Sometimes		Often		No Response		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
8th Grade or Less	1	16.67	1	16.67	4	66.67	0	0.00	0	0.00	6	100.00
9th to 11th Grade	0	0.00	5	21.74	8	34.78	10	43.48	0	0.00	23	100.00
12th Grade	0	0.00	8	10.13	25	31.65	46	58.23	0	0.00	79	100.01
0-2 Yrs. Past H.S.	1	1.61	5	8.06	20	32.26	36	58.06	0	0.00	62	99.99
3-4 Yrs. Past H.S.	1	4.76	4	19.05	4	19.05	12	57.14	0	0.00	21	100.00
Over 4 Yrs. Past H.S.	0	0.00	0	0.00	2	12.50	14	87.50	0	0.00	16	100.00

TABLE 33

EFFECT OF EDUCATION ON THE READING OF HARDCOVER BOOKS

Education	Never		Seldom		Sometimes		Often		No Response		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
8th Grade or Less	0	0.00	2	33.33	4	66.67	0	0.00	0	0.00	6	100.00
9th to 11th Grade	4	17.39	2	8.70	10	43.48	7	30.43	0	0.00	23	100.00
12th Grade	10	12.66	13	16.46	29	36.71	27	34.18	0	0.00	79	100.01
0-2 Yrs. Past H.S.	2	3.23	12	19.35	25	40.32	22	35.48	1	1.61	62	99.99
3-4 Yrs. Past H.S.	0	0.00	2	9.52	8	48.10	11	52.38	0	0.00	21	100.00
Over 4 Yrs. Past H.S.	1	6.25	0	0.00	5	31.25	10	62.50	0	0.00	16	100.00

TABLE 34

EFFECT OF EDUCATION ON THE READING OF PAPERBACKS

Education	Never		Seldom		Sometimes		Often		No Response		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
8th Grade or Less	2	33.33	2	33.33	1	16.67	0	0.00	1	16.67	6	100.00
9th to 11th Grade	3	13.04	6	26.09	5	21.74	9	39.13	0	0.00	23	100.00
12th Grade	21	26.58	12	15.19	27	34.18	19	24.15	0	0.00	79	100.00
0-2 Yrs. Past H.S.	9	14.52	12	19.35	19	30.65	21	33.87	1	1.61	62	100.00
3-4 Yrs. Past H.S.	3	14.29	5	23.81	7	33.33	5	23.81	1	4.75	21	99.99
Over 4 Yrs. Past H.S.	0	0.00	3	18.75	7	43.75	6	37.50	0	0.00	16	100.00

TABLE 35

FORM OF READING MATERIAL AND FREQUENCY BY MALE RESPONDENTS

Form	Never		Seldom		Sometimes		Often		No Response		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Newspapers	2	2.67	5	7.90	9	10.67	59	78.78	0	0.00	75	100.00
Magazines	2	2.67	12	16.00	27	36.00	34	45.33	0	0.00	75	100.00
Paperbacks	17	22.67	19	25.33	24	32.00	13	17.33	2	2.67	75	100.00
Hardcover books	10	13.33	14	18.67	31	41.33	20	26.67	0	0.00	75	100.00

TABLE 36

FORM OF READING MATERIAL AND FREQUENCY BY FEMALE RESPONDENTS

Form	Never		Seldom		Sometimes		Often		No Response		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Newspapers	2	1.50	8	6.02	12	9.02	111	88.46	0	0.00	133	100.00
Magazines	1	0.75	11	8.27	37	27.82	84	63.16	0	0.00	133	100.00
Paperbacks	22	16.54	21	15.79	42	31.58	47	35.34	1	0.75	133	100.00
Hardcover books	7	5.26	17	12.78	51	38.35	57	42.86	1	0.75	133	100.00

Relationship of Reading to Education and Income

One of the most significant findings of this study was the relationship between reading and education (see Table 37). It permeated and dominated every area where the two came together. If one wants a reading public, one must see that the level of education is raised. This discovery should not be startling but should be emphasized.

Economic independence is no less important, as it allows the leisure time necessary for recreational reading. Reading increased with income (see Table 38).

The average annual income level in Rose Park exceeded \$10,000. The average educational level was through the twelfth grade. The residents of Rose Park, by these two criteria, should be readers.

Education Compared to the Hours Spent Watching Television

Controversy is still prevalent when considering the effect of television on reading and library use. The only thing that can be said with confidence is that close to 50 per cent of all people, regardless of their education, watch television between four and eight hours a day (see Table 39). Facts from the survey indicated those with the least education and those with the most, watch television the fewest number of hours.

People make the time they want for the things they want to do. There are however, only twenty-four hours a day, and time spent viewing must infringe upon other activities. Television may be a good influence on reading as some contend, or a bad influence as others reply. The one thing upon which all agree is that it does influence reading.

Reading Varieties Preferred by Sex, Age, and Education

Adventure was the type of reading preferred above all the others by both men and women. This was followed by history and biography (see

TABLE 37
RELATIONSHIP OF READING TO EDUCATION

Education	Those Who Enjoy Reading as an Activity ^a	
	Number	Per Cent
8th Grade or Less	3	50.00
9th to 11th Grade	15	65.33
12th Grade	53	67.09
0-2 Yrs. Past H.S.	46	74.19
3-4 Yrs. Past H.S.	17	80.95
Over 4 Yrs. Past H.S.	14	87.50

TABLE 38
RELATIONSHIP OF READING TO INCOME

Income Range in \$ ^a	Those Who Enjoy Reading as an Activity ^a	
	Number	Per Cent
Less than 2,999	7	77.78
3,000 to 4,999	5	50.00
5,000 to 6,999	24	80.00
7,000 to 8,999	21	61.76
9,000 to 9,999	14	87.50
10,000 to 10,999	18	69.23
11,000 to 11,999	9	64.29
12,000 to 12,999	15	78.95
Over 13,000	29	82.86
Undetermined	8	50.00

^aNote that the last half of this table is divided by \$1,000 intervals, not \$2,000 as in the first half.

TABLE 39

EDUCATION LEVEL COMPARED TO THE NUMBER
OF HOURS TELEVISION IS VIEWED

Education	Less Than 2		2-4 Hrs.		4-6 Hrs.		6-8 Hrs.		8-10 Hrs.		Over 10		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
8th Grade or Less	0	0.00	1	16.67	2	33.33	2	33.33	0	0.00	1	16.67	6	100.00
9th to 11th Grade	0	0.00	4	27.39	6	26.09	8	24.78	5	21.74	0	0.00	23	100.00
12th Grade	7	8.86	15	18.99	27	30.00	18	22.78	10	16.02	2	2.35	79	100.00
0-2 Yrs. Past H.S.	12	19.35	16	25.81	13	20.97	15	24.19	4	6.45	2	3.23	62	100.00
3-4 Yrs. Past H.S.	1	4.76	5	23.81	8	38.18	3	14.19	3	14.29	1	4.76	21	99.99
Over 4 Yrs. Past H.S.	3	18.75	4	25.00	6	37.50	3	18.75	0	0.00	0	0.00	16	100.00

Table 40). The categories utilized may have been too broad to permit a good interpretation, but should be generally helpful in establishing what should be important areas in any collection. What the respondents meant when they selected "adventure," is obviously unclear.

Selection of material by age ran close to expectations (see Table 41). Young people disliked poetry and music as subjects and older people were interested in religion and travel. The list was somewhat biased toward fiction. However, it was adequate to indicate, in a very general way, where the interests of each age group are most likely to be met.

The most obvious statement that can be made about the comparison of reading variety to education is that the more education a person has, the more his reading broadens into all areas (see Table 42). The topics which those with more than four years of college read the least often, were music, plays, romances, and science fiction each at 25 per cent. The least interesting topics for those with less than eight years of formal schooling were music, plays, poetry, romances, and science fiction.

The tables may contain the important keys for effective collection building. The biggest majority of Rose Park residents purchased their reading materials. For some reason, the library was their second choice. It is feasible the library does not contain adequate volumes in the subject areas most desired by its public. Perhaps the public is not familiar with the services provided by the Rose Park Branch, or there are other barriers unknown to the librarians.

Frequency of Reading Newspapers, Magazines, Paperbacks,
and Books Compared by Age

Newspaper reading increased dramatically with age. One hundred per cent of the respondents over sixty years of age said they read the newspaper

TABLE 40
EFFECT OF SEX ON READING VARIETY

	Male		Female	
	Number	Per Cent	Number	Per Cent
Adventure	46	61.33	72	54.14
Biography	33	44.00	68	51.13
History	36	48.00	64	48.12
Music and Art	6	8.00	26	18.80
Mysteries	30	40.00	58	43.61
Plays	3	4.00	8	6.02
Poetry	8	10.67	42	13.58
Religion	29	38.67	62	46.62
Romance	9	12.00	63	47.37
Science	22	29.33	23	17.29
Science Fiction	21	28.00	25	18.80
Travel	28	37.33	50	37.59
Other	13	17.33	16	12.03

TABLE 41

EFFECT OF AGE ON READING VARIETY

	Under 20		20-25		26-30		31-35		36-40		41-50		51-60		Over 60	
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Adventures	70.00	52.17	77.27	63.16	46.15	58.82	57.14	31.58							31.58	
Biography	20.00	43.48	50.00	47.37	69.23	47.06	38.10	57.89							57.89	
History	30.00	52.17	45.45	31.58	46.15	61.76	28.57	47.37							47.37	
Music and Art	0.00	4.35	13.64	15.79	19.23	20.59	19.05	5.26							5.26	
Mysteries	70.00	52.17	54.55	36.84	26.92	41.18	47.62	26.32							26.32	
Plays	10.00	8.70	9.09	5.26	3.85	5.88	0.00	0.00							0.00	
Poetry	20.00	21.74	18.18	26.32	26.92	27.94	23.81	15.79							15.79	
Religion	10.00	30.43	45.45	52.63	38.46	45.59	42.86	68.42							68.42	
Romance	30.00	60.87	45.95	21.05	30.77	35.29	33.33	10.52							10.52	
Science	10.00	13.04	4.55	42.11	23.08	29.41	14.29	15.79							15.79	
Science Fiction	40.00	26.09	22.73	52.63	7.69	17.12	23.81	5.26							5.26	
Travel	10.00	21.74	31.82	21.05	30.77	47.06	42.86	63.16							63.16	
Other	10.00	13.04	18.18	15.79	19.23	13.24	4.76	15.79							15.79	

TABLE 42

EFFECT OF EDUCATION LEVEL ON READING VARIETY

	8th Grade or Less	9th to 11th Grade	12th Grade	0-2 Yrs. Past H.S.	3-4 Yrs. Past H.S.	Over 4 Yrs. Past H.S.
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Adventures	16.67	47.83	60.76	59.68	57.14	50.00
Biography	16.67	39.13	46.84	50.00	47.62	81.25
History	33.33	30.43	43.03	53.23	47.62	81.25
Music and Art	0.00	8.70	20.25	9.68	14.29	25.00
Mysteries	33.33	47.83	31.63	50.00	52.38	50.00
Plays	0.00	4.35	5.06	1.61	4.76	25.00
Poetry	0.00	17.39	27.85	24.19	9.52	43.75
Religion	50.00	39.13	46.84	40.32	38.10	50.00
Romance	0.00	30.43	31.65	46.77	33.33	25.00
Science	16.67	8.70	21.52	16.13	23.81	56.25
Science Fiction	0.00	21.74	26.58	20.97	14.29	25.00
Travel	33.33	39.13	32.91	33.87	38.10	68.75
Other	0.00	13.04	8.86	12.90	33.33	25.00

often. Only those under twenty years of age said they read the paper less than 50 per cent of the time. All other age groups were well over that figure (see Table 43). Adequate newspaper availability should be maintained for the older community residents.

Magazine reading, though not nearly as heavy as newspaper reading, was distributed in nearly the same manner. Magazine reading was more widespread, however. Fewer people indicated they "did not read" magazines than newspapers (see Table 44). Magazines were read most often by people over the age of thirty-five. Again, it is important that libraries adequately meet these additional specialized needs.

Paperback reading still represents a dilemma. None of the respondents under twenty stated they never read paperbacks; that is, all of them had read paperbacks at some time or another. In every other age breakdown, at least some persons said they never read paperbacks. Close to 30 per cent of those over fifty years of age are in this category (see Table 45).

Hardcover books occupied a place between magazines and paperbacks, according to the frequency they were read (see Table 46). Most of the responses occurred in the category labeled "sometimes," meaning "sometimes read." Those people thirty-one to thirty-five were the most persistent readers of books, with 58 per cent checking they read hardcover books often. Only 7 to 8 per cent of the people over thirty years of age never read hardcover books. Here may be an area for a gain in circulation.

Summary

1. The average level of education in Rose Park was the twelfth grade. Of those surveyed, 50 per cent of the men and 40 per cent of the women had some form of education beyond this grade.

TABLE 43

FREQUENCY OF NEWSPAPER READING
BY AGE OF THE READER

Age	Never		Seldom		Sometimes		Often	
	No.	%	No.	%	No.	%	No.	%
Under 20	1	10.00	1	10.00	4	40.00	4	40.00
20-25	1	4.35	4	17.39	1	4.35	17	73.91
26-30	0	0.00	4	18.18	5	22.73	13	59.09
31-30	0	0.00	0	0.00	3	15.79	16	84.21
36-40	0	0.00	1	3.85	3	11.54	22	84.62
41-50	1	1.47	2	2.94	2	2.94	62	91.18
51-60	1	4.76	1	4.76	2	9.52	17	80.95
Over 60	0	0.00	0	0.00	0	0.00	19	100.00

TABLE 44

FREQUENCY OF MAGAZINE READING
BY AGE OF THE READER

Age	Never		Seldom		Sometimes		Often	
	No.	%	No.	%	No.	%	No.	%
Under 20	0	0.00	2	20.00	4	40.00	4	40.00
20-25	2	8.70	1	4.35	10	43.48	10	43.48
26-30	1	4.55	6	27.27	4	18.18	11	50.00
31-30	0	0.00	1	5.26	7	36.84	11	57.87
36-40	0	0.00	2	7.69	10	38.46	14	53.85
41-50	0	0.00	5	7.35	19	27.94	44	64.71
51-60	0	0.00	3	14.29	5	23.81	13	61.90
Over 60	0	0.00	3	15.79	5	26.32	11	57.89

TABLE 45
FREQUENCY OF PAPERBACK READING
BY AGE OF THE READER

Age	Never		Seldom		Sometimes		Often	
	No.	%	No.	%	No.	%	No.	%
Under 20	0	0.00	1	10.00	3	30.00	6	60.00
20-25	3	13.04	5	21.74	11	47.83	4	17.39
26-30	2	9.09	7	31.82	7	31.82	6	27.27
31-30	5	26.32	3	15.79	5	26.32	6	31.58
36-40	5	19.23	7	26.93	8	30.77	6	23.08
41-50	12	17.65	14	20.59	19	27.94	23	33.82
51-60	7	33.33	3	14.29	6	28.57	5	23.81
Over 60	5	26.32	0	0.00	7	36.84	4	21.05

TABLE 46
FREQUENCY OF HARDCOVER BOOK READING
BY AGE OF THE READER

Age	Never		Seldom		Sometimes		Often	
	No.	%	No.	%	No.	%	No.	%
Under 20	0	0.00	2	20.00	5	50.00	3	30.00
20-25	2	8.70	7	30.43	7	30.43	7	30.43
26-30	1	4.55	2	9.09	10	45.45	9	40.91
31-30	2	10.53	1	5.26	5	26.32	11	57.89
36-40	2	7.69	3	11.54	14	53.85	7	26.92
41-50	7	10.29	8	11.76	24	35.29	28	41.18
51-60	2	9.52	7	33.33	7	33.33	5	23.81
Over 60	1	5.26	1	5.26	10	52.65	7	36.84

2. Although the residents of Rose Park preferred no particular pastime in which to spend their energies, they did spend them at the average rate of six to eight hours per week.

3. Of those questioned, 69 per cent of the women and 56 per cent of the men used a library. As people grow older, their use of the library declines. The more education a person possessed, the more likely he was to use the library. Generally, income had little bearing on library use.

4. Of those surveyed, 61 per cent of the women possessed library cards, compared to 44 per cent of the men. There was some grouping of library card owners in the middle years and less at each extreme. Logically, those with more education were more likely to possess library cards. There was a slight tendency for people with more money to have cards.

5. Of those sampled, 80 per cent of the males and more than 80 per cent of the females purchased their own books. Those groups with the smallest and the largest incomes were the ones purchasing.

6. In comparing the actual number of books read by any group, the authors found the only one with any significance was the increase in number for those with greater than average education.

7. The most important reason for reading given by any special group was that of recreation. People did not generally read to improve themselves occupationally.

8. Newspapers were the most widely read medium, followed by magazines, hardcover books, and paperbacks. People with more education read more.

9. Education and, to a lesser degree, income were the two main factors in determining tendencies for people to be readers. Education provides the incentive; income, the leisure time.

10. Close to 50 per cent of all people, regardless of their education, watched television between four and eight hours a day.

11. Adventure stories, biography, and history were the types of literature most preferred by either sex. Topics people disliked in their youth, they read more of when they turned older. The least educated and the most educated preferred similar materials. Those with more education read more.

12. The ranking of reading preference by age was the same as by education--newspapers, magazines, hardcover books, and paperbacks. Certain age groups exhibited much antipathy toward the paperback.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

Collection of the data from one household in eleven in the Rose Park area of Salt Lake City was the prime objective of this study. These data were to serve as a basis for considerations and recommendations concerning Rose Park Branch. The information was gathered on nine consecutive days beginning March 20, 1971, and ending March 29, 1971. The boundaries constituting the survey area were northern, 22nd North; eastern, Interstate 15N; southern 500 North; and western, Redwood Road. The area was canvassed by teams of two students, one driving and the other distributing the questionnaires. A brief explanation of the purpose of the visit was given and a commitment to return the completed questionnaire was sought.

The entire distribution and retrieval process was quite pleasant. Respondents were very cooperative. The method of immediate retrieval of completed questionnaires saved considerable postage and, more important, allowed a 97 per cent return of the questionnaire.

Conclusions

The socio-economic characteristics of Rose Park residents must be accurately perceived and carefully considered before meaningful recommendations can be suggested. The population was almost equally divided between men and women. Almost one-half of all residents were under twenty-one years of age; whereas, only 3 per cent were over sixty-four. There were very few persons who were not Caucasian; these persons were Negroes, Indians, Orientals, and others of unspecified race.

The education level completed by Rose Park residents was extremely high, a fact which affected both the livelihood pursued and level of income. Nearly everyone completed high school, with almost one-half completing further studies.

The large majority of wage earners performed either professional or skilled work. It was found that almost one-third of the mothers in Rose Park were employed. Partly as a result of this factor, the average annual income of almost one-half the families was over \$10,000.

Several other factors should be considered. Because of the methodology used, no conclusions can be drawn concerning marital status.

More than one-half of all respondents spent over two hours a week on religious activities, and 60 per cent of these spent over five.

Women read more often than men; their main leisure activity was reading; whereas for men, it was sports. Another very time-consuming activity for a majority of the respondents was television.

A number of conclusions can be drawn concerning reading habits. In Rose Park, the most popular form of reading material was the newspaper; the least popular, the paperback. More than one-third of all Rose Park residents had read five or more books in the three months preceding the administration of the survey. Few had read no books at all.

The most popular categories of reading were adventure, biography, history, religion, and mystery or detective stories; that is, some types of nonfiction were popular. Most people purchased a great number of the books they read; in fact, this was the source used most often to obtain books. More people borrowed books from friends than from libraries.

Statistics concerning library use are invaluable to the branch librarian. The present survey lacks depth in this area, but several

assumptions can be made. Approximately 65 per cent of the respondents reported they used a library, but the library they utilized was not necessarily the Rose Park Branch. Of the population of Rose Park, 55 per cent possessed library cards; but, as mentioned previously, more than this percentage actually use the library.

The reason given most often for persons not using library facilities was they already possessed the materials they needed. Several persons lacked transportation to the library.

Most people were aware of the location of the Rose Park Branch, and felt it was convenient for their purposes. About 5 per cent indicated they had no opinion on the location, probably because they did not know where the Branch was.

Conclusions based on the comparison of one or more factors are the most difficult to form. Statistical analysis in such matters can be disappointing. The greater the number of variables, the more chance, statisically, for error. Therefore, the conclusions reached in this comparison of multiple factors are suspect and open to question.

Education, the most important characteristic in determining reading habits, was obviously above average for the residents surveyed. Because education was high for both men and women, it was concluded Rose Park residents, in this one aspect, should be motivated to read.

Solely on the basis of the survey, it could be said Rose Park residents are very conscious of their free time. Many residents of both sexes spent more than twelve hours per week engaged in activities prominent to the community and may be said to be leisure-time conscious.

Education is the most important variable affecting library use, and income the least important. Library use increases for females, but

decreases with age. It is important for the librarian to work closely with school programs and the youth of an area, realizing that young men may need special encouragement.

Although over 60 per cent of the women and 40 per cent of the men possessed library cards, at least 80 per cent of the respondents chose to purchase reading materials. This figure is quite high and cannot be adequately explained. Perhaps the statistics do not measure what is assumed, or there is a gap between the collection at Rose Park Branch and the perception of the user. There may also be barriers unknown to the librarians that discourage patron use.

Women read more than men, and education causes a tendency to read by both sexes. The most important finding in relation to reading was that recreation was the chief motivating factor, with self-education the second choice. Books were not the most often read type of material; newspapers were. There was a general increase of reading with income. People spent much time watching television.

Newspapers were the most popular form of reading material, and paperbacks the least popular. Adventure was the type of reading most preferred by all sexes and ages.

All of the above are general conclusions concerning reading. They must be analyzed and considered in depth to arrive at all possible meaningful implications. Some of the more obvious may include (1) women are more susceptible to publicity because they read more, (2) people with education should be sought if an increase in circulation is desirable, and (3) those with money should be key backers and, if possible, users of the library. These general ideas and others are taken into consideration in the specific recommendations that follow.

Recommendations

One purpose of the present study was to examine Rose Park population characteristics to determine potential patrons of Rose Park Branch, so recommendations could be made for improving the services provided to them. Another prerequisite for adequate recommendations is an understanding of the role a branch library should play. Eleanor Frances Brown, in the book Modern Branch Libraries, outlines these roles:

1. To become a community center for informational reading, recreational reading, and related cultural activities.
2. To provide both reference and general materials in the most frequently asked for subjects. . . .
3. To provide specialized guidance in the use of books and related materials for all ages.
4. To work closely with the central library in meeting reader needs.
5. To have a personality distinct from other branches by fitting itself to the community it serves. This is done by taking into consideration the character of the neighborhood in planning. . . .¹

On the basis of the preceding conclusions and the branch library's role listed above, a number of recommendations will be drawn concerning the following: (1) collection of Rose Park Branch, (2) services provided, (3) relationship to the central library, and (4) publicity and public relations.

Collection

No collection should be developed without a knowledge of the reading interests of potential library patrons. In Rose Park, a great number of the residents enjoyed adventure, biography, history, religion, and mystery or detective stories; very few read plays or books on art and music.

¹Brown, Modern Branch Libraries, p. 66.

Although all varieties of reading material should be included in the collection, these reading preferences should be a major factor in the development of the collection.

Another relevant factor is the reasons people use the library. The collection should reflect the fact that a great number of people read for enjoyment and recreation or for self-improvement; whereas, relatively few read for occupational knowledge.

Because of the great many young people in Rose Park, the collection should contain an abundance of material of interest to children and young adults. If the members of this segment of the population can be reached while they are young, they will be more likely to utilize library facilities later on in life.

Even though few members of minority groups reside in Rose Park, the librarian should be aware that there are some, and should consider this fact when choosing books for the collection.

Because of the popularity of newspapers, the library should subscribe to a number of newspapers. Besides local newspapers, to which most people already have access, other quality newspapers containing information of general interest should be included. The more popular magazines should also have a place in the collection.

An important part of any public library today is the paperback collection. However, residents of Rose Park, in general, do not read paperbacks often. Perhaps the library could help remove this bias against paperbacks by initiating publicity to acquaint persons with the fact that it is no longer true that paperbacks contain poor quality writing and subject matter.

Services Provided

When planning library services and programs, the librarian should consider a number of things. He should work closely with the schools in his jurisdiction to plan a total community library program so that library service can be optimized.

Because one-third of the mothers in Rose Park are employed, they will not have the opportunity to use the library unless hours are extended into the evening. Also, preschool story hours could be held on Saturday so that the children of working mothers will have the opportunity to attend.

Activities such as book fairs should be well publicized and held at the most convenient times for the community. For example, there are certain evenings when a great many of the community members are involved in church meetings. The librarian should determine which evenings these are and plan library activities accordingly.

Relationship to Central Library

The Rose Park Branch should not attempt to broaden the scope of the Salt Lake Public Library. The materials of a branch library and the services it offers are often less extensive than the main library because of obvious limitations on space and money. This forced limiting and reduction requires of the librarian a constant awareness of the scope and depth of the collection of the central library. Branch libraries should cooperate with the central library and constantly evaluate the relationship existing between them. Good service at the Branch should always reflect good service available at the central library. A strong central collection and an attitude of cooperation and assistance are the main components of a healthy active branch.

Public Relations

The majority of residents of Rose Park appear to be library users. The task of the librarian is to acquaint them with the collection and services provided by Rose Park Branch and to convince them that materials of interest and use are available there. If this is done through a well-organized and efficient public relations program, more people will be motivated to use the Rose Park Branch rather than some other library.

People in Rose Park have a reasonable amount of leisure time. Unless they perceive that materials of interest to them can be found in Rose Park Branch, they will continue to spend their time on activities other than reading. This is another reason to plan and carry out a good program of publicity.

Rose Park residents, in general, would rather purchase reading material than use the library. However, a great many of them spend a considerable amount of time reading. By utilizing the results of the present study, the Rose Park Branch Librarian can determine toward which groups publicity should be directed, as well as the type of publicity needed for each group.

The key to any good library program is the effective use of public relations and publicity. What follows are some practical suggestions taken from Brown's book, Modern Libraries:

1. Meet informally with small groups such as councils of pastors, school principals, P.T.A. presidents, welfare workers. . . to figure out ways to cooperate for better service to the people.
2. Place book and other library exhibits in vacant store windows or windows of going concerns which by the very nature of their business have little use for windows. Such exhibits should, however, be changed frequently.

3. Visit school libraries, recreation centers in local parks, boys' clubs; plan joint programs involving library materials, become aware of their resources.

4. Ring doorbells, confer with block leaders and older pioneer residents who know many people and can help publicize the branch.

5. Plan and publicize special activities for Book Week and National Library Week.

6. Encourage residents of the service area to bring exhibits of arts and crafts. . . . The local material may not have as much cultural value, but it will have far more personal value for patrons and potential patrons.

7. Study publicity techniques, learn from experts how to produce attractive, dynamic brochures, flyers, bookmarks, programs. . . .

8. Aim publicity at specific groups and interests, especially the non-users. Do not use vague generalizations.

9. Have a good number of clear, directional signs inside the building and a large well-lighted sign on the outside. Some cities permit small signs at various points throughout the city directing people to a community or branch library.

10. Do a book review column in the neighborhood newspaper. Short comments on a number of books are better than one or two long reviews.

11. Keep colorful displays on bulletin boards and change them often.

12. Distribute book lists on maternity, baby care, and other subjects. . . .¹

It is vital that the entire list be studied, and it is highly recommended. The implementation of the pertinent ideas could only result in improved service for any branch library.

Suggestions for Further Research

In the course of any research, many more questions are opened than are answered. At least two interesting areas requiring further

¹Brown, Modern Branch Libraries, p. 68.

exploration are who the users of Rose Park Branch are (the present survey discussed who should be users), and what the image of Rose Park Branch is to members of the community. Each is important for complete public service.

The most important area for continued research is the Rose Park Branch itself. The present survey would have been much more valuable if conclusions could have been drawn in view of current practice at Rose Park Branch. To make the data from the present survey more meaningful, it is strongly suggested a survey be administered internally to discover weakness in the branch, and externally to examine the nature of the clientele now being served. Such a survey would include a thorough study of the collection, services, and programs of the Rose Park Branch, and an analysis of the circulation and registration statistics. The result would be a comprehensive, composite picture of Rose Park and the Rose Park Branch of the Salt Lake Public Library, Salt Lake City, Utah.

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APPENDICES

APPENDIX A	Letter of Introduction
APPENDIX B	Questionnaire
APPENDIX C	United States Census (1970)
APPENDIX D	Map of Rose Park
APPENDIX E	Survey Schedule
APPENDIX F	Abstract

APPENDIX A

BRIGHAM YOUNG UNIVERSITY
PROVO, UTAH
84601



ERNEST L. WILKINSON, PRESIDENT

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GRADUATE DEPARTMENT OF LIBRARY AND
INFORMATION SCIENCES
ROOM 548 JRCL

March 17, 1971

Dear Salt Lake Resident:

This letter introduces students who are conducting a survey in the Salt Lake metropolitan area. They represent the Graduate School of Library and Information Sciences at Brigham Young University and are conducting this survey as partial fulfillment of requirements for the degree of Masters of Library Science.

I can assure you that your responses will remain completely anonymous and respectfully request your full and forthright support. Thank you for your assistance.

Sincerely,

A handwritten signature in cursive script that reads "Hattie M. Knight".

HATTIE M. KNIGHT
Acting Director
Graduate School of Library
and Information Sciences
Brigham Young University
Provo, Utah

APPENDIX B

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QUESTIONNAIRE

Please check only one response for each question unless otherwise directed.

1. Sex

- ☐ 1. Male
- ☐ 2. Female

2. Age

- ☐ 1. Under 20
- ☐ 2. 20 - 25
- ☐ 3. 26 - 30
- ☐ 4. 31 - 35
- ☐ 5. 36 - 40
- ☐ 6. 41 - 50
- ☐ 7. 51 - 60
- ☐ 8. Over 60

3. Marital status

- ☐ 1. Single
- ☐ 2. Married
- ☐ 3. Widowed
- ☐ 4. Divorced
- ☐ 5. Separated

4. Religion

- ☐ 1. Catholic
- ☐ 2. L.D.S.
- ☐ 3. Protestant
- ☐ 4. Other (Please specify) _____

5. Level of education completed

- ☐ 1. 8th grade or less
- ☐ 2. 9th to 11th grade
- ☐ 3. 12th grade
- ☐ 4. 2 years or less training beyond high school
- ☐ 5. 3 to 4 years training beyond high school
- ☐ 6. More than 4 years training beyond high school

6. Type of work done by head of household

- ☐ 1. Professional (For example: Doctor, Teacher, etc.)
- ☐ 2. Skilled (For example: Draftsman, Mechanic, etc.)
- ☐ 3. Unskilled (For example: Waitress, Laborer, etc.)
- ☐ 4. Other (Please specify) _____

7. Is wife employed outside of home?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Does not apply

8. Approximate yearly family income

- ☐ 1. Less than \$2,999
- ☐ 2. \$3,000 to \$4,999
- ☐ 3. \$5,000 to \$6,999
- ☐ 4. \$7,000 to \$8,999
- ☐ 5. \$9,000 to \$9,999
- ☐ 6. \$10,000 to \$10,999
- ☐ 7. \$11,000 to \$11,999
- ☐ 8. \$12,000 to \$12,999
- ☐ 9. \$13,000 or over

9. Number of family members five years of age and under

- ☐ 1. One
- ☐ 2. Two
- ☐ 3. Three
- ☐ 4. Four
- ☐ 5. Five
- ☐ 6. Six or more
- ☐ 7. None

10. Number of family members 6 through 12 years of age living at home

- ☐ 1. One
- ☐ 2. Two
- ☐ 3. Three
- ☐ 4. Four
- ☐ 5. Five
- ☐ 6. Six or more
- ☐ 7. None

11. Number of family members aged 13 through 18 living at home

- ☐ 1. One
- ☐ 2. Two
- ☐ 3. Three
- ☐ 4. Four
- ☐ 5. Five
- ☐ 6. Six or more
- ☐ 7. None

12. Number of family members aged 19 through 30 living at home

- ☐ 1. One
- ☐ 2. Two
- ☐ 3. Three
- ☐ 4. Four
- ☐ 5. Five
- ☐ 6. Six or more
- ☐ 7. None

13. Number of family members aged 31 through 45 living at home

- ☐ 1. One
- ☐ 2. Two
- ☐ 3. Three
- ☐ 4. Four or more
- ☐ 5. None

14. Number of family members aged 46 through 60 living at home

- ☐ 1. One
- ☐ 2. Two
- ☐ 3. Three
- ☐ 4. Four or more
- ☐ 5. None

15. Number of family members over 60 years of age living at home

- ☐ 1. One
- ☐ 2. Two
- ☐ 3. Three
- ☐ 4. Four
- ☐ 5. None

16. Check the activities below in which you personally participate. (Check as many as apply.)

- ☐ 16. Movies
- ☐ 17. Social gatherings
- ☐ 18. Sports
- ☐ 19. Hobbies
- ☐ 20. Clubs
- ☐ 21. Concerts
- ☐ 22. Reading

23. Approximately, what is the COMBINED number of hours you personally spend per week on the above-checked activities?

- ☐ 1. Less than 2
- ☐ 2. At least 2, but less than 4
- ☐ 3. At least 4, but less than 6
- ☐ 4. At least 6, but less than 8
- ☐ 5. At least 8, but less than 10
- ☐ 6. At least 10, but less than 12
- ☐ 7. More than 12

24. Generally, how many hours per day is your T.V.(s) watched?

- ☐ 1. Less than 2
- ☐ 2. At least 2, but less than 4
- ☐ 3. At least 4, but less than 6
- ☐ 4. At least 6, but less than 8
- ☐ 5. At least 8, but less than 10
- ☐ 6. More than 10

25. How many hours per week do you personally spend on church and religious activities?

- ☐ 1. Less than 2
- ☐ 2. At least 2, but less than 5
- ☐ 3. At least 5, but less than 10
- ☐ 4. At least 10, but less than 15
- ☐ 5. More than 15

26. How often do you personally read the newspaper?

- ☐ 1. Do not Read
- ☐ 2. Seldom Read
- ☐ 3. Sometimes Read
- ☐ 4. Often Read

27. How often do you personally read magazines?

- ☐ 1. Do not Read
- ☐ 2. Seldom Read
- ☐ 3. Sometimes Read
- ☐ 4. Often Read

28. How often do you personally read paperbacks?

- ☐ 1. Do not Read
- ☐ 2. Seldom Read
- ☐ 3. Sometimes Read
- ☐ 4. Often Read

29. How often do you personally read books other than paperbacks?

- ☐ 1. Do not Read
- ☐ 2. Seldom Read
- ☐ 3. Sometimes Read
- ☐ 4. Often Read

30. Check the types of reading you personally enjoy.

- ☐ 30. Adventure stories
- ☐ 31. Biography
- ☐ 32. History
- ☐ 33. Music and art
- ☐ 34. Plays
- ☐ 35. Poetry
- ☐ 36. Religion
- ☐ 37. Mysteries or detective stories
- ☐ 38. Romances
- ☐ 39. Science
- ☐ 40. Science fiction
- ☐ 41. Travel
- ☐ 42. Other (Please specify) _____

43. What do you personally gain from reading? Check as many answers as apply.

- ☐ 43. Self-education
- ☐ 44. Occupational advancement or improvement
- ☐ 45. Religious education
- ☐ 46. Recreation and enjoyment
- ☐ 47. Other (Please specify) _____

48. How many books have you personally read since Christmas?

- ☐ 1. One
- ☐ 2. Two
- ☐ 3. Three
- ☐ 4. Four
- ☐ 5. Five or more
- ☐ 6. None

49. Where do you obtain your reading material? Check as many answers as apply.

- ☐ 49. Purchase
- ☐ 50. Borrow from other people
- ☐ 51. Public library
- ☐ 52. Book clubs
- ☐ 53. Other (Please specify) _____

54. Do you use a library?

- ☐ 1. Yes
☐ 2. No

55. If you answered "no" to question 54, why do you not use a library?
Please check as many as apply.

- ☐ 55. I do not need to use library materials.
☐ 56. I buy or already own books that I need.
☐ 57. It is hard to get to the public library.
☐ 58. The public library is not open when I need to use it.
☐ 59. The public library does not have what I need.
☐ 60. Other (Please specify) _____

61. If you answered "yes" to question 54, do you possess a library card?

- ☐ 1. Yes
☐ 2. No
☐ 3. Does not apply

62. Do you feel that the branch library is conveniently located?

- ☐ 1. Yes
☐ 2. No
☐ 3. No opinion

101
APPENDIX C

ROSE PARK - SALT LAKE CITY

95

MATRIX NUMBER 1

COUNT OF ALL PERSONS

10606.000

MATRIX NUMBER 2

COUNT OF ALL HOUSING UNITS

2730.000

MATRIX NUMBER 3

COUNT OF PERSONS IN RURAL AREAS *1

.000

*1 IN ADDITION TO THE SUM OF DATA ITEMS IN MATRIX 8 AND MATRIX 9,
THIS COUNT INCLUDES PERSONS IN OTHER RURAL TERRITORY (RURAL
OUTSIDE PLACES).

MATRIX NUMBER 4

COUNT OF PERSONS IN ANNEXED TERRITORIES

.000

MATRIX NUMBER 5

COUNT OF RURAL HOUSING UNITS

.000

MATRIX NUMBER 6

COUNT OF PERSONS IN SMSA'S

10606.000

102

96

MATRIX NUMBER 7

COUNT OF PERSONS IN URBAN PORTION OF CENTRAL CITIES OF SMSA 10606.000

MATRIX NUMBER 8

COUNT OF PERSONS IN RURAL PLACES OF 1,000-2,499 .000

MATRIX NUMBER 9

COUNT OF PERSONS IN RURAL PLACES OF LESS THAN 1,000 .000

MATRIX NUMBER 10

COUNT OF PERSONS IN URBAN PORTION OF CENTRAL CITIES OF

URBANIZED AREAS

10606.000

MATRIX NUMBER 11

COUNT OF PERSONS IN URBANIZED AREAS IN URBAN PORTION OF PLACES

OF 25,000+ OUTSIDE CENTRAL CITIES

.000

MATRIX NUMBER 12

COUNT OF PERSONS IN URBANIZED AREAS IN URBAN PORTION OF PLACES OF

2,000 - 24,999 OUTSIDE CENTRAL CITIES

.000

MATRIX NUMBER 13

97

COUNT OF PERSONS IN URBANIZED AREAS *2

10606.000

*2 IN ADDITION TO THE SUM OF DATA ITEMS IN MATRICES 10, 11, AND 12, THIS COUNT INCLUDES PERSONS OUTSIDE CENTRAL CITIES WHO ARE IN PLACES OF LESS THAN 2,500, PLUS PERSONS WHO ARE IN OTHER URBAN TERRITORY (OUTSIDE PLACES).

MATRIX NUMBER 14

AGGREGATE \$ VALUE FOR UNITS FOR WHICH VALUE IS TABULATED - BY OCCUPANCY STATUS AND BY RACE OF HEAD (SEE MATRIX 35) *3 *4

TOTAL OWNER OCCUPIED

144465.000

NEGRO OWNER OCCUPIED

840.000

VACANT FOR SALE ONLY

.000

NOTES: THIS MATRIX HAS SOME SUPPRESSION DATA WITHIN IT SO BEWARE... THE SUPPRESSION IS REPRESENTED IN THE MACHINE AS A -1 OR A -2 IN THE APPROPRIATE POSITION. IF A -2 WAS PRESENT THE TOTAL FOR THE ENTIRE REMAINING MATRIX IS IN THE LOCATION FOLLOWING THE -2. ALL OTHER LOCATIONS WERE LEFT BLANK BY THE BUREAU OF CENSUS. A SUPPRESSION OCCURS IF THE COUNT IS 5 OR LESS.

*3 MULTIPLY THE AGGREGATE VALUE BY \$250 TO OBTAIN THE TRUE VALUE. THE TABULATED VALUE WAS SCALED BY A FACTOR OF \$250 FOR TALLY PURPOSES.

*4 VALUE IS TABULATED FOR OWNER-OCCUPIED AND VACANT-FOR-SALE-ONLY ONE-FAMILY HOUSES WHICH ARE ON A PLACE OF LESS THAN 10 ACRES AND HAVE NO BUSINESS OR MEDICAL OFFICE ON THE PROPERTY. VALUE IS NOT TABULATED FOR MOBILE HOMES, TRAILERS, COOPERATIVES OR CONDOMINIUMS.

MATRIX NUMBER 15

AGGREGATE \$ MONTHLY CONTRACT RENT FOR UNITS FOR WHICH RENT IS TABULATED - BY OCCUPANCY STATUS AND RACE OF HEAD (SEE MATRIX 36) *5

TOTAL RENTER OCCUPIED

34425.000

NEGRO RENTER OCCUPIED

.000

VACANT FOR RENT

.000

NOTES: THIS MATRIX HAS SOME SUPPRESSION DATA WITHIN IT SO BEWARE... THE SUPPRESSION IS REPRESENTED IN THE MACHINE AS A -1 OR A -2 IN THE APPROPRIATE POSITION. IF A -2 WAS PRESENT THE TOTAL FOR THE ENTIRE REMAINING MATRIX IS IN THE LOCATION FOLLOWING THE -2. ALL OTHER LOCATIONS WERE LEFT BLANK BY THE BUREAU OF CENSUS. A SUPPRESSION OCCURS IF THE COUNT IS 5 OR LESS.

*5 CONTRACT RENT IS TABULATED FOR ALL RENTER-OCCUPIED AND VACANT-FOR-RENT UNITS EXCEPT ONE-FAMILY HOUSES ON A PLACE OF 10 ACRES OR MORE.

MATRIX NUMBER 16

104

AGGREGATE \$ VALUE FOR UNITS WITH PLUMBING FACILITIES FOR WHICH VALUE IS TABULATED - BY OCCUPANCY & RACE OF HEAD (SEE MATRIX 43) *3 *4 *6

98

TOTAL OWNER OCCUPIED	143820.000
NEGRO OWNER OCCUPIED	840.000
VACANT FOR SALE ONLY	.000

NOTES: THIS MATRIX HAS SOME SUPPRESSION DATA WITHIN IT SO BEWARE...

THE SUPPRESSION IS REPRESENTED IN THE MACHINE AS A -1 OR A -2 IN THE APPROPRIATE POSITION. IF A -2 WAS PRESENT THE TOTAL FOR THE ENTIRE REMAINING MATRIX IS IN THE LOCATION FOLLOWING THE -2. ALL OTHER LOCATIONS WERE LEFT BLANK BY THE BUREAU OF CENSUS. A SUPPRESSION OCCURS IF THE COUNT IS 5 OR LESS.

*3 MULTIPLY THE AGGREGATE VALUE BY \$250 TO OBTAIN THE TRUE VALUE.

THE TABULATED VALUE WAS SCALED BY A FACTOR OF \$250 FOR TALLY PURPOSES.

*4 VALUE IS TABULATED FOR OWNER-OCCUPIED AND VACANT-FOR-SALE-ONLY ONE-FAMILY HOUSES WHICH ARE ON A PLACE OF LESS THAN 10 ACRES AND HAVE NO BUSINESS OR MEDICAL OFFICE ON THE PROPERTY. VALUE IS NOT TABULATED FOR MOBILE HOMES, TRAILERS, COOPERATIVES OR CONDOMINIUMS.

*6 UNITS WITH "ALL PLUMBING FACILITIES" HAVE ALL OF THE FOLLOWING: HOT PIPED WATER, FLUSH TOILET FOR THIS HOUSEHOLD ONLY AND A BATHTUB OR SHOWER FOR THIS HOUSEHOLD ONLY.

MATRIX NUMBER 17

FACILITIES FOR WHICH RENT IS TABULATED - BY OCCUPANCY STATUS AND RACE
AGGREGATE \$ MONTHLY CONTRACT RENT FOR UNITS WITH ALL PLUMBING OF HEAD (SEE MATRIX 44) *5 *6

TOTAL RENTER OCCUPIED	34165.000
NEGRO RENTER OCCUPIED	.000
VACANT FOR RENT	.000

NOTES: THIS MATRIX HAS SOME SUPPRESSION DATA WITHIN IT SO BEWARE...

THE SUPPRESSION IS REPRESENTED IN THE MACHINE AS A -1 OR A -2 IN THE APPROPRIATE POSITION. IF A -2 WAS PRESENT THE TOTAL FOR THE ENTIRE REMAINING MATRIX IS IN THE LOCATION FOLLOWING THE -2. ALL OTHER LOCATIONS WERE LEFT BLANK BY THE BUREAU OF CENSUS. A SUPPRESSION OCCURS IF THE COUNT IS 5 OR LESS.

*5 CONTRACT RENT IS TABULATED FOR ALL RENTER-OCCUPIED AND VACANT-FOR-RENT UNITS EXCEPT ONE-FAMILY HOUSES ON A PLACE OF 10 ACRES OR MORE.

*6 UNITS WITH "ALL PLUMBING FACILITIES" HAVE ALL OF THE FOLLOWING: HOT PIPED WATER, FLUSH TOILET FOR THIS HOUSEHOLD ONLY AND A BATHTUB OR SHOWER FOR THIS HOUSEHOLD ONLY.

MATRIX NUMBER 18

COUNT OF PERSONS - BY SEX - BY AGE

MALE: UNDER 5 YEARS OF AGE	511.000
5 YEARS OF AGE	105.000
4 YEARS OF AGE	106.000

10 TO 13 YEARS OF AGE	591.000
14 YEARS OF AGE	168.000
15 YEARS OF AGE	149.000
16 YEARS OF AGE	146.000
17 YEARS OF AGE	151.000
18 YEARS OF AGE	120.000
19 YEARS OF AGE	83.000
20 YEARS OF AGE	57.000
21 YEARS OF AGE	72.000
22 TO 24 YEARS OF AGE	186.000
25 TO 34 YEARS OF AGE	535.000
35 TO 44 YEARS OF AGE	625.000
45 TO 54 YEARS OF AGE	699.000
55 TO 59 YEARS OF AGE	190.000
60 TO 61 YEARS OF AGE	64.000
62 TO 64 YEARS OF AGE	73.000
65 TO 74 YEARS OF AGE	108.000
75 YEARS OF AGE OR OLDER	48.000
FEMALE: UNDER 5 YEARS OF AGE	461.000
5 YEARS OF AGE	105.000
6 YEARS OF AGE	110.000
7 TO 9 YEARS OF AGE	365.000
10 TO 13 YEARS OF AGE	586.000
14 YEARS OF AGE	168.000
15 YEARS OF AGE	155.000
16 YEARS OF AGE	160.000
17 YEARS OF AGE	116.000
18 YEARS OF AGE	133.000
19 YEARS OF AGE	102.000
20 YEARS OF AGE	63.000
21 YEARS OF AGE	79.000
22 TO 24 YEARS OF AGE	206.000
25 TO 34 YEARS OF AGE	589.000
35 TO 44 YEARS OF AGE	758.000
45 TO 54 YEARS OF AGE	706.000
55 TO 59 YEARS OF AGE	121.000
60 TO 61 YEARS OF AGE	61.000
62 TO 64 YEARS OF AGE	72.000
65 TO 74 YEARS OF AGE	136.000
75 YEARS OF AGE OR OLDER	68.000

MATRIX NUMBER 19

COUNT OF NEGRO AND OTHER RACES (EXCEPT WHITE) - BY RACE, SEX AND AGE

NEGRO: MALE: UNDER 5 YEARS OF AGE	8.000
5 TO 14 YEARS OF AGE	8.000
15 TO 24 YEARS OF AGE	5.000
25 TO 34 YEARS OF AGE	3.000
35 TO 44 YEARS OF AGE	3.000
45 TO 54 YEARS OF AGE	5.000
55 TO 64 YEARS OF AGE	4.000
65 YEARS OF AGE OR OLDER	2.000
FEMALE: UNDER 5 YEARS OF AGE	5.000
5 TO 14 YEARS OF AGE	12.000
15 TO 24 YEARS OF AGE	8.000
25 TO 34 YEARS OF AGE	3.000
35 TO 44 YEARS OF AGE	6.000
45 TO 54 YEARS OF AGE	5.000
55 TO 64 YEARS OF AGE	3.000

OTHER RACES	MALE: UNDER 5 YEARS OF AGE	106	9.000
	5 TO 14 YEARS OF AGE		27.000
	15 TO 24 YEARS OF AGE		13.000
	25 TO 34 YEARS OF AGE		10.000
	35 TO 44 YEARS OF AGE		11.000
	45 TO 54 YEARS OF AGE		9.000
	55 TO 64 YEARS OF AGE		.000
	65 YEARS OF AGE OR OLDER		1.000
	FEMALE: UNDER 5 YEARS OF AGE		11.000
	5 TO 14 YEARS OF AGE		26.000
	15 TO 24 YEARS OF AGE		12.000
	25 TO 34 YEARS OF AGE		7.000
	35 TO 44 YEARS OF AGE		14.000
	45 TO 54 YEARS OF AGE		3.000
	55 TO 64 YEARS OF AGE		1.000
	65 YEARS OF AGE OR OLDER		9.000

NOTES: THIS MATRIX HAS SOME SUPPRESSION DATA WITHIN IT SO BEWARE...
 THE SUPPRESSION IS REPRESENTED IN THE MACHINE AS A -1 OR A -2
 IN THE APPROPRIATE POSITION. IF A -2 WAS PRESENT THE TOTAL FOR
 THE ENTIRE REMAINING MATRIX IS IN THE LOCATION FOLLOWING THE -2.
 ALL OTHER LOCATIONS WERE LEFT BLANK BY THE BUREAU OF CENSUS.
 A SUPPRESSION OCCURS IF THE COUNT IS 5 OR LESS.

MATRIX NUMBER 20

COUNT OF PERSONS - BY RACE

WHITE	10343.000
NEURO	94.000
INDIAN	23.000
OTHER SPECIFIED RACES *10	121.000
REPORTED 'OTHER RACE'	25.000

*10 INCLUDES JAPANESE, CHINESE, FILIPINO, HAWAIIAN AND KOREAN.

MATRIX NUMBER 21

COUNT OF PERSONS 14 YEARS AND OVER - BY RACE, SEX AND MARTIAL STATUS

TOTAL: MALE: NOW MARRIED (EXCLUDES SEPARATED)	2328.000
WIDOWED	33.000
DIVORCED	52.000
SEPARATED	10.000
NEVER MARRIED	1066.000
FEMALE: NOW MARRIED (EXCLUDES SEPARATED)	2351.000
WIDOWED	219.000
DIVORCED	171.000
SEPARATED	26.000
NEVER MARRIED	1009.000
NEGRO: MALE: NOW MARRIED (EXCLUDES SEPARATED)	16.000
WIDOWED	.000
DIVORCED	2.000
SEPARATED	.000
NEVER MARRIED	5.000
FEMALE: NOW MARRIED (EXCLUDES SEPARATED)	14.000
WIDOWED	2.000

SEPARATED
NEVER MARRIED

107

2.000
9.000

NOTES: THIS MATRIX HAS SOME SUPPRESSION DATA WITHIN IT SO BEWARE...
THE SUPPRESSION IS REPRESENTED IN THE MACHINE AS A -1 OR A -2
IN THE APPROPRIATE POSITION. IF A -2 WAS PRESENT THE TOTAL FOR
THE ENTIRE REMAINING MATRIX IS IN THE LOCATION FOLLOWING THE -2.
ALL OTHER LOCATIONS WERE LEFT BLANK BY THE BUREAU OF CENSUS.
A SUPPRESSION OCCURS IF THE COUNT IS 5 OR LESS.

MATRIX NUMBER 22

COUNT OF PERSONS - BY RACE - BY HOUSEHOLD RELATIONSHIP (INCLUDES
60 MEMBERSHIP)

TOTAL: FAMILY HEAD OF HUSBAND-WIFE HOUSEHOLD	2235.000
FAMILY HEAD OF OTHER HOUSEHOLD WITH MALE HEAD	32.000
FAMILY HEAD OF HOUSEHOLD WITH FEMALE HEAD	229.000
WIFE OF HEAD	2285.000
OTHER RELATIVE OF HEAD	5537.000
MALE PRIMARY INDIVIDUAL	35.000
FEMALE PRIMARY INDIVIDUAL	127.000
NONRELATIVE OF HEAD (IN HOUSEHOLD)	76.000
INMATE OF INSTITUTION	.000
OTHER IN GROUP QUARTERS	.000
NEGRO: FAMILY HEAD OF HUSBAND-WIFE HOUSEHOLD	15.000
FAMILY HEAD OF OTHER HOUSEHOLD WITH MALE HEAD	.000
FAMILY HEAD OF HOUSEHOLD WITH FEMALE HEAD	4.000
WIFE OF HEAD	13.000
OTHER RELATIVE OF HEAD	45.000
MALE PRIMARY INDIVIDUAL	1.000
FEMALE PRIMARY INDIVIDUAL	1.000
NONRELATIVE OF HEAD (IN HOUSEHOLD)	2.000
INMATE OF INSTITUTION	.000
OTHER IN GROUP QUARTERS	.000

NOTES: THIS MATRIX HAS SOME SUPPRESSION DATA WITHIN IT SO BEWARE...
THE SUPPRESSION IS REPRESENTED IN THE MACHINE AS A -1 OR A -2
IN THE APPROPRIATE POSITION. IF A -2 WAS PRESENT THE TOTAL FOR
THE ENTIRE REMAINING MATRIX IS IN THE LOCATION FOLLOWING THE -2.
ALL OTHER LOCATIONS WERE LEFT BLANK BY THE BUREAU OF CENSUS.
A SUPPRESSION OCCURS IF THE COUNT IS 5 OR LESS.

MATRIX NUMBER 23

COUNT OF PERSONS UNDER 18 YEARS - BY HOUSEHOLD RELATIONSHIP AND
HOUSEHOLD TYPE

HEAD OR WIFE OF HEAD OF HOUSEHOLD	7.000
CHILD OF HEAD (NEVER MARRIED): IN HUSBAND-WIFE FAMILY	3989.000
IN OTHER FAMILY WITH MALE HEAD	19.000
IN FAMILY WITH FEMALE HEAD	355.000
OTHER RELATIVE OF HEAD: IN HUSBAND WIFE FAMILY	118.000
IN OTHER FAMILY WITH MALE HEAD	3.000
IN FAMILY WITH FEMALE HEAD	25.000
NON-RELATIVE OF HEAD OF HOUSEHOLD	33.000
INMATE OF INSTITUTION	.000

MATRIX NUMBER 24

COUNT OF 65 YEARS AND OVER - BY HOUSEHOLD RELATIONSHIP

	149.000
HEAD OF FAMILY	77.000
WIFE OF HEAD	71.000
OTHER FAMILY MEMBER	7.000
MALE PRIMARY INDIVIDUAL	52.000
FEMALE PRIMARY INDIVIDUAL	4.000
NON-RELATIVE OF HEAD OF HOUSEHOLD	.000
INMATE OF INSTITUTION	.000
OTHER, IN GROUP QUARTERS	

MATRIX NUMBER 25

FAMILIES BY PRESENCE OF FAMILY MEMBERS UNDER 18 AND 65 AND OVER AND
FAMILY TYPE - BY FAMILY TYPE AND BY PRESENCE OF FAMILY MEMBERS (OTHER
THAN HEAD AND WIFE)

HUSBAND-WIFE FAMILY: NO MEMBER UNDER 18 OR 65 & OVER	624.000
MEMBERS UNDER 18, NONE 65 OR OLDER	1618.000
MEMBERS 65 OR OLDER, NONE UNDER 18	16.000
MEMBERS UNDER 18 AND 65 AND OVER	27.000
FAMILY WITH MALE HEAD: NO MEMBER UNDER 18 OR 65 & OVER	15.000
MEMBERS UNDER 18, NONE 65 OR OLDER	11.000
MEMBERS 65 OR OLDER, NONE UNDER 18	6.000
MEMBERS UNDER 18 AND 65 AND OVER	.000
FAMILY WITH FEMALE HEAD: NO MEM. UNDER 16 OR 65 & OVER	47.000
MEMBERS UNDER 18, NONE 65 OR OLDER	165.000
MEMBERS 65 OR OLDER, NONE UNDER 18	16.000
MEMBERS UNDER 18 AND 65 AND OVER	1.000

MATRIX NUMBER 26

COUNT OF HOUSING UNITS - BY OCCUPANCY/VACANCY STATUS AND RACE OF HEAD
(TOTAL INCLUDES WHITE, NEGRO AND OTHER RACES IN THIS AND ALL
FOLLOWING TABULATIONS WHERE RACE IS SHOWN)

OWNER OCCUPIED: TOTAL	2358.000
WHITE HEAD OF HOUSEHOLD	2299.000
NEGRO HEAD OF HOUSEHOLD	26.000
RENTER OCCUPIED: TOTAL	350.000
WHITE HEAD OF HOUSEHOLD	348.000
NEGRO HEAD OF HOUSEHOLD	.000
VACANT: FOR RENT	8.000
FOR SALE ONLY	12.000
OTHER VACANT YEAR ROUND	2.000



SURVEY SCHEDULE

Date	Time	Surveyors
Saturday, March 20	1:30 P.M.- 4:00 P.M.	4
Monday, March 22	2:00 P.M.- 4:30 P.M.	2
Wednesday, March 24	7:00 P.M.- 9:00 P.M.	4
Thursday, March 25	9:00 A.M.-12:00 Noon	2
	1:00 P.M.- 4:00 P.M.	1
Saturday, March 26	10:30 A.M.- 3:30 P.M.	3
	6:30 P.M.- 9:30 P.M.	2
Sunday, March 27	9:00 A.M.- 1:00 P.M.	2
Monday, March 28	12:00 Noon- 4:00 P.M.	1

ABSTRACT

The purpose of this study was to survey and analyze Rose Park, a residential area in the north-west part of Salt Lake City. The study was commissioned by Richard J. Rademacher, Chief Librarian, Salt Lake Public Library. A questionnaire was used to solicit information from Rose Park residents. Questions were formed through analysis of other surveys by means of an extensive literature search.

The questionnaires were distributed randomly to 215 families and were completed by 209 respondents, giving a total response of 97 per cent. The data were analyzed separately and compared internally. They were also compared to national statistics and certain aspects of national surveys. Conclusions were made concerning socio-economic factors, reading habits, and library use.

Positive suggestions were given as guides to help the branch with its public relations and other programs. Suggestions were also made concerning further appropriate studies. The most pressing area of need is an extensive survey of Rose Park Branch to give the present study depth and meaning.